

# BUILDING THE NORTH

By J. B. MacDOUGALL



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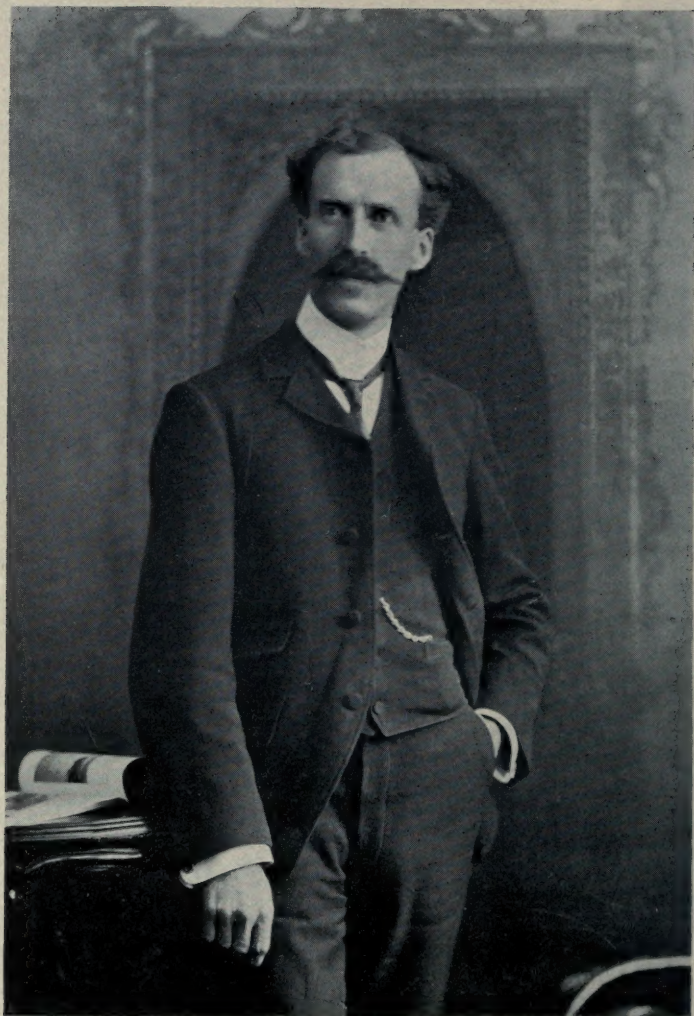


# BUILDING THE NORTH





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J. B. MACDOUGALL, B.A., D.PÆD.

# Building the North

BY

*James Brown*  
J. B. MACDOUGALL, B.A., (QUEEN'S) D.PÆD. (TOR.)

*Master in English and Science of Education*

*Normal School, North Bay*

*Inspector Public Schools, New Ontario, 1904-1911*

*Author of the School War Play*

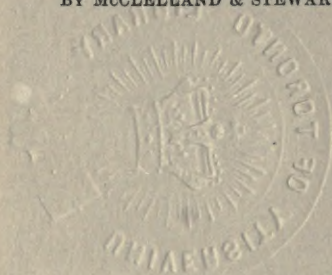
*"Miss Canada's Reception"*



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TO  
THE BUILDERS OF THE NORTH

*Bold wielders of conquest, on bastioned Lauren-  
tians,*

*Who burrow the mountains God first brought to  
birth,*

*Whose keen blades carve fortune from forests  
primeval,*

*Whose echoing blows ring round the listening  
earth;*

*Who, by day, see your tall pines, tempest-swept,  
proudly waving,*

*Their trackless depths bathed in immovable  
calm,*

*Who, from flickering camp-fires, look to flaming  
auroras,*

*Mystic lure of the lone trail, gleam of promise to  
man.*

*Bow ye not, sons of battle, to man-made tradi-  
tions.*

*Of greatness by plunder, that sap by their  
sway,*

*But yield ye alone, to these God-fashioned  
visions*

*That crown you by night, and that gird you  
by day.*

*And build ye a race, toil-bred sons of the North-  
land,*

*As your stately pines straight, as your granite  
hills strong,*

*Thew-knit, supple-sinewed, soul and body puis-  
sant,*

*Britain's vanguard in right, and her bulwark  
'gainst wrong.*

—J. B. MACDOUGALL.

## FOREWORD

**T**HIS volume sets forth the effort to lay the foundation of a vigorous and progressive citizenship in that part of the Province familiarly known as New Ontario. Education has long clung to old standards. It is characterized by a rigid adherence to types of matter and modes of treatment whose chief sanction is that of age and not of intelligence. Tradition is a careful but not always a safe guide, and this learning was taken under observation and ruthlessly exposed by so remote, yet far-seeing, a critic as Dickens, who forever pillories it in his well designated work, "Hard Times." His Mr. Gradgrind and Mr. M'Choakumchild are still too much abroad. Education must take upon it the complexion of the age and of the geographical and industrial conditions that surround it. In this respect it will be found that the forms and machinery of education in this new Northland have shaped themselves to the needs and the environment. New departures in the field were sought out and put to the test and were proven both salutary and practicable, so that in some respects New Ontario has set the pace and, compared with the earlier settled portions of the Province, as in the case of the Consolidated school, can boast a ten-year lead in the race.

The writer chanced to hold, to him, a not unenviable though strenuous place in Northern history. A large part of his active experience synchronized with the period of the famous "Cobalt-Porcupine" boom, and he moved amid, and, in a measure, directed, the forces that gave the system shape. Consequently the educational drama took the rapid action and stirring character of the scenes in which it was enacted. Much of this is herein incorporated. But, as a somewhat academic study, it declines to lend itself to the kaleidoscopic movements of camp, canoe, and trail, whose elusive spiritual element often refuses to take form in the cold cast of language. This pulsating life is therefore left for freer treatment in a later volume.

But, withal, the motive of the strenuous life portrayed or suggested herein has been the author's devotion to the child, and particularly to the typical child of the North, "on the long, lone trail." For, often has he met him pursuing his companionless way, a solitary figure in his single-handed battle with adverse circumstance, and has tried to lend him the word of cheer. And ever and anon the picture will float into vision and reassert itself, among the shifting scenes in light and shade, that crowd the background of a cherished memory.

THE AUTHOR.

NORTH BAY, CANADA, 1918.

## *PRO GRATIA*

The author desires to acknowledge his indebtedness to the Education Department, for access to Reports and Records, the matter whereof forms the basis of the historical chapters, to the Bureau of Mines and to the Reading Camp Association, the latter through the indefatigable Superintendent, Rev. A. Fitzpatrick, for the loan of plates, to various Boards of Education for cuts of their schools, and to Mr. J. A. Bannister, B.A., Inspector of Schools, for pictures and other matter.

# CONTENTS

## CHAPTER I.

THE NEW NORTHLAND .....	19
Position, Extent, Surface Nature, Comparison with Old Ontario; ignored by State and Schools; the transformation: Mineral, Forest, Potential Agricultural Wealth; Waterways and Power; Settlement—the human asset; James Russell Lowell and Dr. Egerton Ryerson on Real values; Plan and Aim of coming Chapters.	

## CHAPTER II.

THE FOUNDATIONS LAID .....	27
1867, an epochal year—Dr. Egerton Ryerson's continental tour and report—reference to new and poor settlements of the Province; early conditions—no official recognition; 1870—tour of inspection—Messrs. John R. Miller and P. A. Switzer—report; Commission of inquiry—J. George Hodgins—Robert Little—John R. Miller—report; First Inspectors, Messrs. Little, Miller and Rev. E. H. Jenkyns; Schools in Algoma and Parry Sound; The Adam Crooks' Conference—report.	

# CHAPTER III.

## PIONEER DAYS ..... 57

True progress not material but spiritual; First reports for Algoma, Parry Sound and Nipissing—Inspectors Little, Miller and Jenkyns; Teachers' Conference and Qualifying Examinations; P. A. Switzer succeeds Messrs. Little and Miller, and R. G. Scott succeeds Rev. E. H. Jenkyns; Reports; Peter McLean succeeds P. A. Switzer—difficulties, hardships, recommendations; Rev. Thos. McKee appointed for Muskoka; Commission *re* Examining and Qualifying Teachers—J. E. Hodgson, local Inspector and one Statutory member for each District. Model School established at Bracebridge.

# CHAPTER IV.

## A NEW ERA DAWNING—ADVENT OF THE C.P.R. .... 70

Tardy settlement—first railway—early settlers; Building the C.P.R.—difficulties surmounted—genius of Sir Sanford Fleming, eloquence of Sir John A. McDonald—completed 1885—nickel and copper discoveries—hope for the North; Donald McCaig and Rev. George Grant, Inspectors 1886—reports and summary; First High School Entrance graduates; William Houston, Inspector—experiences, notes by the way; Parry Sound Model opened 1890; High Schools at Port Arthur, Gravenhurst, Fort William, North Bay, Sault Ste. Marie and Kenora—their service.

## CHAPTER V.

## THE TIDE TURNED—THE BIRTH OF COBALT 87

Resident Inspectors appointed 1904—John Ritchie, Leslie A. Green, B.A., and James B. MacDougall, B.A.—the first real Inspectors, of and for the North—conditions of appointment—vast territories—hardships; John McLaughlin, Inspector 1905; early settlement in Temiskaming; Building the Temiskaming and Northern Ontario Railway—its significance; BIRTH of COBALT—discovery of silver, meteoric rise, mushroom growth, the boom—the Inspector and care of the child, first school, school extension, rapid development, new towns, increase of schools, the burden, assistance for Inspector, growth of the North; fatal fires; advance of settlement along C.P.R.; English-French schools—Training School; Normal School at North Bay; change in inspectorates; Separate School progress; Foundations securely laid.

## CHAPTER VI.

## THE NORTHERN INSPECTOR AND THE "SIMPLE LIFE" 107

Qualities of leadership—vision, energy, versatility, etc.; Northern inspection differs from that of the South—former a blazer of trails, a man with the "long league boots," a lover of outpost work; size of inspectorate—bird's-eye view of the North in evolution—pen-pictures of travel in summer and winter, in rain and shine, by water and land;

formation of sections—territory, organized, unorganized and unsurveyed; delimiting sections in each; course of colonization; Union sections; Assessment and Taxation; Classes of lands—patented, homestead, unlocated, veteran claims, Crown Lands; problem of foreign colonies; Mining Camps; excess of clerical work; The "Simple Life." Hardship has its compensations—"On the Sunrise Trail," in the Northern woods.

## CHAPTER VII.

### WIDENING THE SCHOOL PLANT ..... 130

The problem of democracy; The foreign-born problem; unifying the nation; school the melting-pot of the races; classification of citizens; immigration in the United States—method of handling the foreign-born; the problem in Canada, in Ontario, in New Ontario; Evolution of the "Camp" School—illiterates in camps—Inspector should anticipate needs and provide; co-operation with the Reading Camp movement, Missions, etc.; the "Camp" School—accommodation, equipment, instructors, curriculum, support, evolution into regular schools—night schools, industrial schools—the outlook.

## CHAPTER VIII.

### THE CONSOLIDATED SCHOOL ..... 155

The Rural School Problem all-important; cityward trend of immigration; Country life in the eighties—a round of social activities, "Bees" in Autumn and

Winter, Sugaring in Spring, etc.—advantage to child; enlarged social and industrial unit in country—the isolated road-side school static; efforts to meet changed conditions unavailing—the Centralized School a solution, in United States, in Canada, in Ontario, in New Ontario—school here ten years in operation; Consolidated School in Hudson Township—settlement conditions, special difficulties, laying the foundations, organization, plan of building, conveyance, road improvement, way-side stopping-places—Rules and Regulations—flexibility of system, financing; Advantages—economy of cost—regularity—equalization of opportunity, superior teachers and increased permanence, the school a Social Centre realized—the school and the child—the school and the parent—the school and the library—the school and mail delivery; the Rural High School; the Consolidated School the key to rural progress.

## CHAPTER IX.

### TEACHER TRAINING AND SUPPLY ..... 196

The problem—comparison with Old Ontario; early conditions; the Institute Training School—the certificate basis; Institutes at Parry Sound and Manitowaning; Commission of Inquiry into teacher conditions—1882—reports; First Model School at Bracebridge, 1886; at Parry Sound 1889; Teacher supply 1890; District Boards of Examiners; District Model Schools 1897; Initial effort for Normal School at North Bay 1903; Provincial Model Schools established at Rat Portage (Kenora), Sault

Ste. Marie and Port Arthur; Model School System abolished 1906; Normal School established at North Bay 1909—conditions as to student supply—special legislative aid; attendance 1909-1917; effect on standard of certificates and supply of teachers; conditions to-day.

## CHAPTER X.

### PINCHING TIMES AND PUBLIC AID . . . . . 220

Safeguarding the child—his inalienable right; Dr. E. Ryerson on Free Schools; conditions in early days intolerable—reports of Peter McLean, Rev. George Grant, and F. L. Mitchell; a primitive "home" in a Northern "clearing"—heroic sacrifice; table of regular grants, 1876-1916; upward trend since 1898; "Poor School" grants established; improved basis of regular grants 1906; table of "Assisted School" grants 1906-1916; improvement; comparative table of Assessments and Rates in Counties and Districts; the undue burden still a problem.

## CHAPTER XI.

### THE FUTURE . . . . . 239

Educational development keeping pace with economic; changed viewpoint in education—not literary and cultural alone but practical and constructive; adaptation to natural forces about it to mould practice of home, farm, shop, forest, mine,

etc.; Technical and Industrial schools and Day and Evening classes in needy mining and milling centres; forestry schools, experimental stations, reclamation of waste areas; railway training schools in telegraphy, signalling, air-brake construction, etc., at North Bay, Fort William, Sault Ste. Marie, Cochrane, etc.; legislation to shorten hours and secure workingman leisure for self-improvement; the pioneer settler and progress—bring the school to the farmer; equalization of financial burden in education; “Free” elementary schools the ideal; uniform basis of assessment—Municipal Bureau and Assessment Commissioners; Rural credits extended to capital expenditure on schools—every new school a needy one; rural Consolidated School system adopted and extended—publicity campaign; co-operation of all government Departments—Education, Agricultural, Public Works, and Colonization; Conclusion—92 per cent. of Northern students enter practical pursuits—vocational and industrial elements will save the child for higher education and promote economic development.

# ILLUSTRATIONS

	Page
J. B. MACDOUGALL, B.A., D.P.ED. ....	<i>Frontispiece</i>
ROBERT LITTLE, Inspector Public Schools 1875-1878.....	33
JOHN R. MILLER, Inspector Public Schools, 1875-1878...	34
REV. E. H. JENKYNs, Inspector Public Schools, 1875-1878	35
P. A. SWITZER, B.A., Inspector Public Schools, 1878-1882	36
PETER McLEAN, Inspector Public Schools, 1882-1909....	37
DONALD McCAIG, B.A., Inspector Public Schools, 1886- 1903 .....	38
REV. GEORGE GRANT, B.A., Inspector Public Schools, 1886-1903 .....	39
S. PHILLIPS, B.A., Inspector Public Schools, 1898-1915..	40
WILLIAM HOUSTON, M.A., Inspector Public Schools, 1900-1903 .....	73
JOHN RITCHIE, Inspector Public Schools, 1904-19.....	74
L. A. GREEN, B.A., Inspector Public Schools, 1904-19 ....	75
R. O. WHITE, B.A., Inspector Public Schools, 1911-19..	76
D. M. CHRISTIE, B.A., Inspector Public Schools. 1918-19	77
W. J. HAMILTON, B.A., Inspector Public Schools. 1913-19	78
J. A. BANNISTER, B.A., Inspector Public Schools, 1916-19	79
NORMAL SCHOOL, NORTH BAY .....	80
THE INSUFFERABLE "CORDUROY" .....	145
THE "GOWGANDA TRAIL," 1908 .....	146
A TYPICAL "HALF-WAY" .....	147
MAIN STREET, GOWGANDA, 1908 .....	148
"THE WINDSOR," GOWGANDA .....	149

	Page
TENT SCHOOL, GIROUX LAKE, NEAR COBALT.....	150
READING CAR AND DAY AND NIGHT SCHOOL .....	151
MCDUGALL CHUTES (MATHESON), 1905 .....	152
CONSTRUCTION "CAMP SCHOOL," DANE, 1906 .....	185
A SCHOOL IN THE "OPEN," COBALT, 1906 .....	186
COBALT IN 1905 .....	187
PUBLIC SCHOOL, COBALT, 1908 .....	188
FIRST SCHOOL, HUDSON TOWNSHIP, 1902 .....	189
CONSOLIDATED SCHOOL, HUDSON TOWNSHIP, 1909-1916..	190
HUDSON CONSOLIDATED SCHOOL, 1918 .....	191
CONVEYANCES, HUDSON CONSOLIDATED SCHOOL .....	192
"A FIRST FOOTING IN THE FOREST" .....	225
A PIONEER SCHOOL (EXTERIOR) .....	226
A PIONEER SCHOOL (INTERIOR) .....	227
THE "OLD LOG SCHOOL," NORTH BAY, 1884 .....	228
KING GEORGE PUBLIC SCHOOL, NORTH BAY .....	229
COLLEGIATE INSTITUTE, NORTH BAY .....	230
PUBLIC SCHOOL, HAILEYBURY .....	231
CENTRAL PUBLIC SCHOOL, SAULT STE. MARIE, ONTARIO.	232
COLLEGIATE INSTITUTE, PORT ARTHUR .....	234
CENTRAL PUBLIC SCHOOL, FORT WILLIAM .....	236
ST. MARY'S SEPARATE SCHOOL, NORTH BAY .....	237
AGRICULTURAL CONTINUATION SCHOOL, NEW LISKEARD..	239
SOLDIERS' AND SAILORS' TRAINING SCHOOL, MONTEITH...	240

## CHAPTER I.

### THE NEW NORTHLAND

**N**ORTHERN, or what is now more familiarly known as New, Ontario, occupies that portion of the Province lying mainly north of the French-Nipissing-Mattawa River line and stretching from the upper reaches of the Ottawa River westerly to the Province of Manitoba. Portions of Parry Sound, Muskoka and South Nipissing might also be included. Almost a thousand miles it extends from east to west, and nearly eight hundred from north to south, now that the new district of Patricia has been added. Of the 407,262 square miles that comprise the entire Province, the Northern section occupies almost five-sixths, or 330,000 square miles in all. By way of comparison, it is nearly three times the combined area of Great Britain and Ireland, or larger than the entire German Empire with the Netherlands and half of France thrown in. This vast area long lay untenanted, though it formed the land link between the populous east and the promising west. The reason is not hard to find. The rugged Laurentians effectually barred the northward march of settlement. Meantime the South, rich in available resources and ideally situated as it was, linked both

by water and by rail with the progressive states of the neighbouring Union, and likewise to the fast-developing sister Provinces of our own Dominion, made rapid strides in population and industry.

It was not unnatural, therefore, that the school should give the North but passing notice. Geographies of no distant date had inscribed over this section of their maps the significant observation, "*Ce cantonment est entierement inconnu.*" The spirit of this remark held sway with both text-book and teacher long after a change was due. A "shin-plaster cut" in the corner of the pretentious map of Ontario sufficed to represent it, and gave to the inquiring student a feeble suspicion that it belonged somehow to his respected Province. In his leisure moments he might try in imagination to piece together the "cut-up" puzzle, but as it was wholly out of scale his efforts were usually fruitless. The indifferent attention accorded it by the teacher might well serve to dispel any lingering illusions he had as to its value. The number and variety of its bounding waters which he had to "get up" might possibly fix its location in his memory. To this might be added the recurrence from time to time of the term "lumbering" as the one representative industry of this unknown region. But he must have been left with a vague sense of its value, as, at best, a sort of shantymen's paradise, and quite unfit for civilized abodes. With such

passing reference the teacher then usually consigned it to the mythical region to which it naturally seemed to belong.

But what a transformation has taken place to-day! It is no longer simply an "appendix" to an otherwise promising Province. It sprang into prominence with meteoric suddenness on the discovery of Cobalt. Politicians were soon clamant in legislative halls for a share in the honour of the discovery, parties vied for priority of claim, press and platform took up the call for recognition for this new land of promise. The Laurentian wilderness soon became a Mecca for seekers of wealth. The name found vogue far beyond the borders of the Province through the magic witchery of gold, and the mints of the world were soon clicking off the coin of the realm from the ores of New Ontario. We need not here dwell at length upon its mineral wealth. Her nickel stands without a rival in both quantity and richness; "native" and "leaf" silver are names almost unknown except in Cobalt; gold, not in stringers, but in dykes, reveals the possibilities of Porcupine, and rare and varied minerals are from time to time being brought to light, though the fringe of the territory has scarcely been touched. It is a fact that almost passes belief that Porcupine which was unknown ten years ago and Cobalt undiscovered five years before that, have together given to the world two hundred and

twenty million dollars in gold and silver. The Sudbury area has produced two hundred and fifty million dollars' worth of nickel since its discovery. These three areas, within a circle of seventy mile radius, are now producing as follows:—

61% of the gold of Canada,  
91% of the silver of Canada,  
90% of the nickel of the world.

And gold and silver alone have provided a total dividend to shareholders of ninety millions of dollars. The richness, the rarity, as well as the variety and extent of the mineral resources of New Ontario, are far from receiving the appreciation that is their due from that part of the Empire that possesses them.

But it is not in minerals alone that New Ontario excels. In timber and forest products she holds a first place among the Provinces. In standing pine she is surpassed only by British Columbia, and in pulp by the neighbouring Province of Quebec. In variety of serviceable woods, in output and value she holds a prior place in the Dominion and an honoured rank among the wood-producing countries of the world. The following table gives the approximate annual production and the potential worth of her forest resources:—

Total standing white pine	20,500,000,000 feet
Total standing pulpwood	300,000,000 cords
Total area in pulpwood	60,000,000 acres

The annual output of lumber is one billion and a quarter feet, and of pulpwood three hundred and fifty thousand cords.

Conservation of these vast resources is now being systematically undertaken. Two Provincial parks, Algonquin in the east and Quetico in the west and five Forest Reserves, in all some twenty-three thousand square miles, have been withdrawn from sale or lease, and this entire area is under organized patrol and efficient protection. It only remains to institute a scientific system of deforestation and replacement to ensure an inexhaustible supply.

But another source of wealth as yet scarcely tapped, is her agricultural resources. Stretching east and west in latitude, mainly south of Winnipeg, lie sixteen million acres of soil of the finest quality which await the coming of the home-maker. Already he has heard the call, and where once the spruce forest held possession, comfortable homes are rising, and this area promises at no distant date, in hardier products, to rival the older sections of the Province.

Here, too, in this great Laurentian region lie lakes and connecting waterways in profusion, in earlier days a puzzle to the geologist and still a marvel and an unending source of delight to the traveller and the tourist. These waters finally link up and find outlet northward into Hudson's Bay or south to the Great Lakes, forming the only great

inland rivers of Ontario, hundreds of miles in length and with many miniature Niagaras in their course, ready at need to supply some two million horse power, to turn New Ontario assets into marketable form.

Such, in brief, is the heritage Ontario holds in her great hinterland. We are blessed with a richness and variety of natural resources which it is our duty to conserve and to develop economically. Even to-day smelters, steel and pulp and paper plants rival in size and output any on the continent: three only, need be mentioned, the Algoma Steel Corporation of Sault Ste. Marie, the International Nickel Co. of Copper Cliff and the Abitibbi Pulp & Paper Co. of Iroquois Falls. Cities and towns are springing up at strategic points, the country contiguous to the railways is fast settling, and the resident population has more than doubled in the past decade. But our industries are still in their infancy, our wealth is mainly potential; its development awaits men of faith and action. Just here the human asset asserts itself. What the country will become depends upon moral more than material forces. Material greatness, while needful and in every way desirable in due proportion, should not hold the paramount place in national ambitions. The true strength of a nation lies in the character of her citizens.

"The real value of a country" said James Rus-

sell Lowell, "must be weighed in scales more delicate than the balance of trade. The garnerers of Sicily are empty now, but the bees from all climes still fetch honey from the tiny garden plot of Theocritus. On the map of the world you may cover Judæa with your thumb, Athens with your fingertip, and neither of them figure in the prices current; but they still lord it in the thought and action of every civilized man. Material success is good, but only as the preliminary to better things. The measure of a nation's true success is the amount it has contributed to the thought, the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind." It was, moreover just such a lofty conception that moved the distinguished founder of our educational system, Dr. Egerton Ryerson, when in addressing the people of Ontario he expressed himself thus:—

"Among the conditions essential to the advancement and greatness of a people are individual development and social co-operation—to add as much as possible to the intellectual and moral value and power of each individual man, and to collect and combine individual effort and resources in what appertains to the well-being of the whole community."

We shall then endeavour to be true to the basic principles upon which substantial progress depends. We must recognize that true greatness lies

deeper than the visible and the material, that it rests in a genuine culture of heart, hand, and mind, that reaches every class of our citizenship, and filters down through the social scale to the last child and the humblest home in the land. The goal may be distant, the ideal difficult or well-nigh impossible of attainment, but we do well to keep it in view. In conditions incident to pioneer days special obstacles confront us with which older lands may not have to contend. These difficulties, and the form and fruits of that effort, it will be our task to set forth in the coming chapters of this volume.

## CHAPTER II.

### THE FOUNDATIONS LAID

THE year 1867 was an epoch-marking year in the history of Canada. A century of conflict had just closed and the germs of national sentiment that had long struggled for adequate expression, had come to fruition in the British North America Act. Reconstruction on political lines must necessarily follow, but the throb of the larger outlook was felt through every artery of the infant commonwealth. The very uncertainty of the future was a challenge to every citizen; the times were big with possibility and the leaders in every line gave themselves unreservedly to the task of consolidation and progress. The individual units in the new union caught the contagion, and it was not long till the impulse of the larger life was felt in each Province, not alone in the political sphere, but in the social, economic and educational as well.

A happy coincidence for Ontario was that the Superintendent of Education, Dr. Egerton Ryerson, had just completed a lengthy tour of the continent of Europe, where he had been searching out suggestions for the improvement of the system in his own progressive Province, or as he so concisely puts it, "for the purpose of enlarging my own views

and preparing for the more efficient discharge of my duties, and for the laying a deep and broad foundation for the future advancement of education, . . . which must ever be the foundation of all good government and all real and solid civilization.”\*

On his return he proceeded to sift the extensive data that had come into his possession, determine what was suited to the needs of his Province, formulate it and secure the necessary legislative sanction which would make it effective. Among the memoranda which he submitted to the Assembly of 1869 is found the following item:—†

“I also propose a section for the more uniform and efficient method of granting special aid to the schools in the new and poor settlements of the Province. At the present time there is what is called a ‘Poor School Grant,’ which I distribute at discretion upon application and representation from local Superintendents and Trustees of School Sections in new and poor settlements. I exercise the best judgment I can form on each case represented, but it is purely arbitrary, and I therefore propose to aid these schools upon a defined principle and uniform system. I have sent a circular to the proper office to ascertain the percentage of school rates on assessed property for paying salaries

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\*Historical Educational Papers and Documents of Ontario 1858-1876, p. 68.

†Historical Educational Papers and Documents 1858-1876, p. 137.

of teachers. The average rates thus obtained I propose to apply to schools in new and poor settlements, and on their furnishing evidence of having levied and collected their rate, I propose to make up the balance required to pay the fixed minimum salary of the teacher out of the special grant for that purpose. This will contribute, I am sure, to the interest and extension of new settlements, will place them on a footing with older settlements in school advantages, will aid them according to their need and relieve the fund as such settlements advance in means and population."

Here this far-visioned founder of our educational system has in these early days enunciated a profound principle of democratic government, and one so axiomatic in its nature that it should receive unquestioned approval. How far it was from being expressed in practice, the future history of the cause of education only too plainly tells. Half a century after this found still the most glaring inequalities in the financial burdens of the newer as compared with the older portions of the Province. Equalization of opportunity, though an axiom of faith, found little support, if not actual opposition, in practice. In the present instance this was amply proven by the fact that the bill embodying this and other such salutary measures of improvement had to be withdrawn and the much needed aid denied.

What were the conditions that actually existed in the so-called "newer section of the Province"? Hitherto, the powers that be had assumed a tolerant or at best a sort of patrimonial air toward its claims. It was but nominally a mere ward or protégé of the family, brought into possession by a species of forced adoption, and as such deserved little of the rights of the heir natural to Provincial privilege. But settlement had advanced despite public indifference. Slowly but surely it was extending beyond the bounds of the counties into this virgin territory. Strategic points far remote from the regularly settled districts had been seized and occupied by the daring pioneers. Wherever there are homes there should be schools, but educational facilities lagged far behind. Perchance the point had been an Indian mission in these early days, and the church had taken up the burden, and the Mission School served white child and Indian as well; or it may have been a Hudson's Bay post and a semi-private school was in operation under the paternal care of the factor; or frequently it was a small mining or lumbering centre and the company, actuated more by motives of self-protection than genuine interest in the welfare of its servants, had assumed the charge as a part of a co-operative scheme to ensure the permanence of its staff and consequent efficiency of its plant. In any case, whether prompted by benevolent or bus-

iness motives, it may well be understood the effort was sporadic; schools received uncertain and limited support, they were widely scattered, poorly officered and manned, teachers as poorly paid and indifferently qualified and, on the whole, efforts were local, unaided and undirected, and naturally unproductive.

Up to the year 1870 we find no *official* recognition whatever of educational needs in New, or Northern Ontario. It would seem, however, as though some remote interest must have been taken, for we find that Mr. John R. Miller, Inspector of Schools in South Huron, and Mr. P. A. Switzer, at a later time, Principal of Oakville High School, made a flying trip to the North about this date, at the instance of the Department of Education. They first visited Parry Sound, where the Parry Sound Lumber Company was operating, and a Public School as well as an Indian School had been established. They then went north thirty-five miles and inspected the Indian School at Shawanaga Reserve, next the Public School at Byng Inlet, which was under the auspices of the Magnetewan Lumber Company, whose mills were located here. Lastly they visited the school at Henby Inlet known as French River School, in the reserve of that name, erected to serve the Indians of that remote part. This was the limit of their tour. It will be noted that they held to the waterfront and

to that section where schools were readily accessible. Yet we are aware that schools already existed at various inland points. There were also schools further north. Bruce Mines had a school as early as 1850, and possibly holds the honour of having the first English school in New Ontario. Sault Ste. Marie had a school in 1863, and Manitowaning, Wikwemikong, Little Current, Shesheguaning and Garden River had Indian Mission Schools with a few white children in attendance.

The Inspectors expressed pleasure with the progress of the schools and commended the enterprise of the settlers. One feature of their experience among Indian children seems to have impressed them,—“It was both amusing and interesting to watch the countenances of the Indian boys and girls as Mr. Miller held up for them to name, pictures of various birds and animals. The moose, red-deer, beaver, partridge, met with familiar and happy recognition in a delighted and long-drawn ‘a—h,’ but the snake, toad, hawk, lizard, etc., a deep guttural and repellant ‘u—g—h’; and this was often the complete return from the children.” Any one who knows an Indian child in school can fully corroborate this indisposition to free expression. The “silent Indian” is more than a mere poetic sentiment.

Rev. Walter Wright, too, had visited Bracebridge School about the year 1868 in the capacity

of local superintendent. He found a small frame school of some twelve by sixteen feet, built on the hillside on the south bank of Muskoka River, in charge of an old man named Fraser, who was a veteran of the British army.



ROBERT LITTLE.

Inspector, Public Schools, Halton Co. and Algoma District,  
1875-1878.

The following grants had been made in the respective years to New Ontario: 1864, \$218; 1866, \$290; 1869, \$360, and 1870, \$300; but this aid was furnished promiscuously and on no definite basis according as influ-

ence was brought to bear on the powers in charge. In the year 1871 but four schools were reported in operation, with four hundred and three pupils, at a cost of \$2,302.30. In 1873 some effort was made to promote education by a more generous distribu-



JOHN R. MILLER.

Inspector, Public Schools, South Huron Co. and Parry Sound District, 1875-1878.

tion of aid, and we find the legislative assistance largely augmented. The following grants were made in this year : Nipissing, \$242; Muskoka, \$256; Parry Sound, \$206; Algoma, \$678, and Manitoulin, \$272, or \$1,654 in all. By 1874,

when eleven regularly established schools were in operation, 685 pupils were in attendance, and the yearly outlay was \$4,553.00.\* Though they could truthfully say for the first time that "those townships in which there are feeble



REV. E. H. JENKYNs, M.A.

Inspector, Public Schools, Renfrew Co. and Nipissing District,  
1875-1877.

schools and sparse populations have been specially considered," the support was far from adequate, and the work demanded systematic oversight and direction to secure even the minimum benefit.

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\*See Documentary History of Upper Canada 1871-1874, p. 32.

It required the penetrating eye of the self-denying and indefatigable founder of education, Dr. Egerton Ryerson, to discern the need and to set the machinery in motion which would do that justice to the remotest colonist to which he was entitled



P. A. SWITZER, B.A.

Inspector, Public Schools, Algoma and Parry Sound Districts,  
1878-1882.

equally with his more highly favoured brother citizen who dwelt nearer the centre and source of influence and aid. Dr. Ryerson had already handed in his resignation, which was tardily and regretfully accepted after thirty years of faithful

service. One of the last acts of his long and useful career was "to ascertain the condition of the schools in the new and remote settlements of Ontario." To this end he appointed a commission, consisting of the Deputy Superintendent of Education, Mr. J.



PETER McLEAN.

Inspector, Public Schools, Parry Sound District,  
1882-1909.

George Hodgins, with Public School Inspectors Robert Little of Halton County, John R. Miller of South Huron, and Rev. E. H. Jenkyns of Renfrew. The three former were to make a tour of inspection of the Districts of Parry Sound and

Algoma, and the last named was to perform a like service for the District of Nipissing. Their duties, as outlined by the Chief Superintendent, were as follows:—

- (1) To inspect schools already in operation.



DONALD McCAIG, B.A.

Inspector, Public Schools, Algoma District and Manitoulin Island,  
1886-1903.

- (2) To examine candidates for teachers' certificates.

- (3) To organize new school sections, and make such alteration in existing sections as occasion called for.

(4) To encourage settlers in these remote settlements in their efforts to establish and support schools.

(5) To report conditions and advise as to improvements.



REV. GEO. GRANT, B.A.

Inspector Public Schools, Nipissing and Parry Sound Districts,  
1886-1903.

A brief résumé of the account of their arduous duties will not be amiss, the first official representatives to set foot on New Ontario soil.

On the 14th day of August, 1875, the first three named set sail from Collingwood by steamer

"Waubuno," and, after an eight-hour run, reached Parry Sound, then a village of some eight hundred inhabitants. Its chief industry was the manufacture of lumber, three large mills being in operation. Determining to make this their centre for



S. PHILLIPS, B.A.

Inspector, Public Schools, Haliburton and Manitoulin Island,  
1898-1915.

their excursions inland, they spent the first day in collecting information and tracing maps of proposed routes, with the assistance of Mr. P. McCurry, Stipendiary Magistrate, Mr. Beatty, lumberman and townsite owner, and Mr. McMurry, Crown Lands Agent.

Their journeys were by no means pleasure-journeys. Travelling on foot, by stage, or by "dug-out," over rough and swampy roads, or by unknown waters, they camped where night overtook them, often at a lumber depot or at the home of some generous settler. They reached schools in the townships of Foley, Christie, Humphrey, Monteith, Spence, Ryerson, Hagerman. The growing villages were Carling, Ashdown, Rosseau, Ahmic Harbour, McKellar, Newcombe, Manitowabin Dam and Waubamic. The most northerly points reached were Magnetewan and "Distress Valley," a significant name derived from the privations endured one winter by the lumbermen through lack of provisions. In all some twenty-three sections were visited. They returned at the close of the second week to Collingwood.

On the 26th August they left by the "Frances Smith" for Manitoulin and the North Shore. Mr. Miller visited Killarney, settlements at Spanish and Thessalon Rivers, Mudge and Gore Bays, and Hilton and Sailors' Encampment, the last two on St. Joseph's Island, travelling to the various shore points by steamer "Seymour" under Captain McGregor. Together Mr. Miller and Mr. Little made the tour of the Island of Grand Manitoulin, deeply impressed by its size, its striking physical features, particularly its numerous lakes and bays, and its progressive settlements. They visited in

succession Little Current, Manitowaning, Sim's Cove, Michael's, Providence and Portage Bays, returning via the townships of Tekhummeh, Sandfield and Assignack to Little Current, accompanied part way by Rev. Mr. Findlay, a "fellower *voyageur*" who was performing a like task to themselves for Mission Stations.

Setting sail once more, Mr. Little for Bruce Mines and Mr. Miller for St. Joseph's Island, they completed their inspection on the Huron shore line and took passage on the American steam barge "Egyptian" for Sault Ste. Marie. Here they inspected the school of the village and another in the Township of Korah, and left for Prince Arthur's Landing (now Port Arthur) and the west by Steamer "Chicora." After a stormy passage they rounded the great headland of Thunder Bay and cast anchor in the quiet waters of the harbour. Prince Arthur's Landing, then known as the "Silver City of the North," because of its proximity to the famous Silver Islet, they found to be a town of about a thousand inhabitants, beautifully situated on the southern slope of the shore. They visited the schools, that of Fort William, and that of old Fort Kaministiquia, one of the most important posts of the Hudson's Bay Company. Here they were struck by the beauty of the location, the military aspect revealed by the presence of two cannon to guard the entrance, and the grassy lawns

and flower gardens flanked by tasty white walls. After due inspection and examination of candidates they left on the 13th September for Goderich, having spent about a month in fulfilling their commission, travelling in all about 2,500 miles and visiting some forty-one schools.

In like manner Rev. E. H. Jenkyns, Inspector of Schools for the County of Renfrew, made a tour of the southern part of the District of Nipissing. He set out on the morning of August 17th up the Ottawa River from Pembroke on the steamer "John Egan." After difficult portages to overcome the Des Joachims, Maribeau and Deux Rivières rapids, and intervening trips by steamers "Kippewa" and "Deux Rivières" he reached the confluence of the Mattawa with the Ottawa River, where nestled among the hills the village of Mattawa. In the palmier days of the Hudson's Bay Company it was a fort of considerable importance. It now consisted of quite a collection of houses, two hotels, several stores, one Roman Catholic Church and Mission Station, and a school. "The school," says the account "is taught by Miss Gunn, and is, I am happy to say, in a very flourishing condition. Here may be seen pupils in the pale, clear complexion of the Anglo-Saxon race, the darker hue of the French, and the many shades of the Indian half-breed, down to the darkest specimen of the Algonquin race. There are some sixty pupils of

school age in the section, and on the day of inspection there were thirty-five present, most of whom were in the First and Second Classes. They were all neat in person and dress. Their intelligence is of no mean order, and they passed a very creditable examination in Reading, Spelling, Writing and Arithmetic. The general language of conversation is either French or Indian, and with most of the pupils the English language has to be acquired. I am happy to bear testimony to the great interest which the Trustees and parents generally take in educational matters."

On the 21st of August he again set out by canoe up the Mattawa River. Beyond Bang's Mills, some few miles up, he entered the waters of Lake Champlain. With interest he recalls the fact that the great hero traversed these very waters with his dusky allies some 260 years before. From portage to portage he made his way, by numerous lakes and connecting waters, till he finally reached the broad expanse of Lake Nipissing. From the north shore he directed his course across to the mouth of the South River, up which he paddled to South River Settlement. On the morning following his arrival, he visited the school, finding not only pupils but many parents present. "In fact," he says, "the whole settlement had turned out." The school had been in operation about one year, and was in charge of Mr. Edward Grier. There were about twenty-

five children in the section, most of them speaking, as at Mattawa, the French or Indian language. To the parents he addressed a few words of encouragement and commendation, urging the claims of education and inviting a continued interest in everything calculated to promote the welfare of their children. In this tour of about 200 miles but two schools were found, which indicates the extreme sparseness of the settlement at this time in the District of Nipissing.

It will assist in revealing the conditions and the possible lines of development, to epitomize the fruits of the labours of these men and their recommendations. Messrs. Little and Miller report as follows:—

1. Time spent 38 days.
2. Distance travelled—Little, 2,106 miles; Miller, 2,522.
3. Teachers examined, 19; Certificates endorsed, 13.
4. Schools examined, 20.
5. Sections organized, 23; reorganized, 2.
6. Legal sections, Algoma 18, Parry Sound and Manitoulin 23, and special schools at Fort Frances, Silver Islet and Nipissing.
7. Sections semi-organized, 7.

We respectfully recommend to the Chief Superintendent:—

1. That in new, or unorganized Townships in any County or District the Stipendiary Magistrate or the Public School Inspector thereof be authorized to act with the Reeve of an organized municipality in forming a Union School Section.
2. That in municipalities composed of more than one

Township, but without County organization, there shall be a Board of Trustees for the municipality whose duty it shall be, upon the petition of at least five heads of families, to provide adequate school accommodation for the children of the Petitioners.

3. That after the third year of the existence of a new municipality the aid granted to Public Schools therein be based on the value of the assessed property of each School Section of the Municipality.

4. That the appeals against the assessment of a Section be heard by the Stipendiary Magistrate or Judge of the District.

5. That School moneys granted by the Education Department in aid of a poor School be paid to the Teacher only, (who must hold a Certificate recognized as valid by the Inspector), on an order signed by the Trustees.

6. That upon the formation of a School Section in an unorganized Township, and the establishment of a School therein, the Maps and Apparatus purchased by the Trustees within a year be supplied at cost.

7. That in Schools in new and unorganized Townships, or locations, in which two departments may be required, each department be counted as a School in granting aid in support thereof.

8. That a sum be set apart for distribution half-yearly among the Schools in new and unorganized Townships, the distribution to be based upon the average attendance of the Pupils for the half year.

9. That, (in case Number 8 be adopted), the Trustees of the various School Sections in each district be instructed by the Education Department to send their half-yearly Returns and Annual Reports to a designated Inspector, or Inspectors, whose duty it shall be to make the apportionment and compile the Returns for the Department.

10. That the Annual Examination be held at suitable points for the Districts, under the Department Regulations.

11. That, in granting aid to Schools in new Districts, we would respectfully urge that the Grants be made as liberal as possible, as in many places the Settlers, although anxiously desirous of giving their children a good education are, as yet, altogether unable to defray the expenses of supporting a School. We believe that good Schools would be powerful inducements to the rapid settlement of the Districts, and prove excellent immigration agencies.

12. That where there are Indian settlements, (as at Parry Island,) Schools be under the control of the Ontario Government, and the supervision of the Education Department be established for the Indians, as we believe that their educational wants will be best promoted in this way.

R. LITTLE,

J. R. MILLER,

*Public School Inspectors.*

It is readily seen by comparison of this report with the foregoing statistics how very inadequate was Departmental knowledge and supervision of these newer sections of the Province. While but eleven schools were officially recognized in any way in the previous year, the commissioners inspected twenty-two, organized twenty-three new sections, delimited seven more and got them under way. The report, too, serves to reveal the primitive conditions, the laudable efforts of the pioneer settlers to provide school facilities and the difficulties encountered in organization, administration, and

support. The recommendations of the commission were timely, though largely tentative, and a number finally found a place in the regulations in modified form.

Mr. Robert Little was officially appointed Inspector of Algoma, Mr. John R. Miller, of Parry Sound, and Rev. E. H. Jenkyns, of Nipissing, in addition to their own County Inspectorates of Halton, South Huron and Renfrew, respectively. These were the pioneer inspectors. Their journeys were long and hazardous, their work exceedingly diverse—supervision of organization, building, etc., inspection, encouragement of Indian as well as English education, conduct of Institutes, certification of teachers and innumerable minor duties.

Scattered settlements were now multiplying, as reports indicate. In Algoma proper in 1875 there were but eleven school houses, in 1877, twenty-three; in Manitoulin there were four in 1875, in 1877, fourteen. Of these in 1879, Little Current (No. 1 Howland) is commended as "the best on the Island" with a site of five acres; Prince Arthur's Landing, Sault Ste. Marie and Bruce Mines, "the best on the mainland"; but Bruce Mines school "is as yet the best schoolhouse in the District" reads the report—no unenviable distinction to be the first and the best in the promising North. In 1846 the discovery of copper was here made—one of the richest mines in the world. Up

to 1875, 400,000 tons of ore were mined—4½% metallic copper—which no doubt accounts in large measure for the prosperity of the section.\*

Parry Sound, too, receives special mention. Here the first Teachers' Institute was held, on the 29th August, 1877. The chief addresses were delivered by Inspector Miller and S. P. Halls, Assistant Master of Goderich High School. At the close a teachers' qualifying examination was held, the standard being "similar to that of pupils entering High School." Some eighteen teachers were successful. An Indian conference was also held, at which chiefs and leaders from three reserves were present—Parry Island, Shawanaga and French River. They reported in all 102 children of school age, and signified their willingness to pay each \$100.00 to the support of a school. *The North Star*, published in Parry Sound, thus closes an appreciative article on the Institute and conference, "This terminated the most interesting and instructive Inspector's visitation that has ever fallen to the lot of Parry Sound, the effects of which cannot fail to have a highly beneficial effect on its educational interests.†"

At the opening of the year 1876 the venerable Chief Superintendent of Education, Dr. Egerton Ryerson, retired "full of years and honour." The

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\*See Bureau of Mines Report 1915, p. 231.

†See Minister of Education's Report 1877, Appendix E, p. 83.

Department of Education was now placed under a responsible Minister of the Crown. The first to hold the distinguished office was the Honourable Adam Crooks. One of the first acts by which he signalized his advent to office was calling into conference the eleven Inspectors of Public Schools who were most intimately associated with District work from the fact that their inspectorates were contiguous to this territory. The meeting was held in the City of Belleville from the 19th to the 23rd of September, 1877. The members of the Conference were the Public School Inspectors of the various counties and districts, as follows:—

Rev. E. H. Jenkyns,

M.A. .... County of Renfrew and District of  
Nipissing.

John Agnew, M.D. ... County of Frontenac.

Frederick Burrows .. “ Lennox and Addington.

William Mackintosh. “ North Hastings.

James Coyle Brown.. “ Peterborough.

Rev. Frederick Burt. “ Haliburton.

James H. Knight.... “ East Victoria.

Henry Reazin ..... “ West Victoria.

James C. Morgan ... “ North Simcoe.

Robert Little ..... “ Halton and District of  
Algoma.

John R. Miller ..... “ South Huron and District  
of Parry Sound.

Inspector Burrows was appointed Secretary.

Dr. Hodgins, after expressing his pleasure at

meeting the Inspectors officially for the first time, explained fully the provision of the new law authorizing the Lieutenant-Governor in Council to constitute Districts for the purpose of School Inspection out of remote parts of Counties, and in Judicial and Territorial Districts. The Department was desirous of availing itself of the experience of the Inspectors present, not only with a view to suggesting an efficient system of Inspection in new and remote townships, but also in the consideration of the following subjects which he would group under five heads, namely:—

1. On qualifications, duties and remuneration of Inspectors in Outlying Districts.
2. On the boundary of new Districts for school inspection purposes.
3. On School accommodation, fittings and furniture.
4. On aid to schools for salary, building and apparatus.
5. Special Regulations and Forms for Schools in new townships.

A digest of portions of the report is herewith given:—

#### I. QUALIFICATIONS, DUTIES AND REMUNERATION OF INSPECTORS IN OUTLYING DISTRICTS.

(1) That in the decided opinion of the Conference, the same qualifications should be required of such Inspectors as are now required of County Inspectors of Schools. Your Committee have been led to take this position by the following considerations, viz.:—

The persons appointed to superintend the Schools in the Districts spoken of will have to perform all the important

duties performed by ordinary Inspectors. Besides these, many additional duties connected with the formation of School Sections, the revision of assessment rolls, the distribution of school grants, and the Examination of Teachers will devolve upon them.

For many years to come the great majority of the Schools in Outlying Districts will be managed by Teachers with no higher qualifications than those required for Special Certificates. In any examination for these Certificates, the Inspector will necessarily be compelled to act without the assistance and support of a Board of Examiners., He will be the sole Examiner. And not only will this very responsible task be laid upon him, but he will, directly or indirectly, determine the standard of examination. Any Departmental Regulation bearing upon this all-important subject must be elastic, and leave much to the judgment and discretion of the Inspector.

Still further he will be required, to an extent ordinary Inspectors know nothing of, to instruct Trustees, Assessors, Collectors, and even Municipal Councils how to perform their several duties.

In dealing with such localities, the Department of Education will, by stress of circumstances, be compelled to rely very considerably upon the opinion of the Inspector and to be guided by his advice.

Practically removed from all but the most nominal supervision, the educational future of his district will depend upon him. To fill his position creditably and with profit to the cause of education, he will need to possess a high degree of business knowledge, energy, zeal, tact, discretion, and conscience.

The best man the country can afford should be procured for this work.

(2) That the duties of such Inspectors be those now prescribed for County Inspectors, so far as these are applicable to remote districts, and, in addition, such further duties as may from time to time be imposed by the Minister of Education.

We would further recommend that where County Model Schools do not exist, each Inspector be required to hold at such point or points in his District as may be most suitable, a yearly 'Teachers' Institute, extending over at least one week—this Institute to be followed by the Examination of Candidates for Certificates.

(3) With reference to remuneration, we recommend that each Inspector of an Outlying District receive a salary of at least \$1,200.00 exclusive of an allowance for travelling expenses, and that when any part of his territory lies within the jurisdiction of any County Council, that body be required to provide an equitable proportion of this salary as required by School Law

## II. BOUNDARIES OF NEW DISTRICTS FOR SCHOOL INSPECTION PURPOSES.

The Committee to whom was referred the question of forming new Inspectoral Districts and defining the boundaries thereof, having read the correspondence submitted by the Deputy-Minister of Education, and having consulted all the Inspectors present in reference to the subject, beg to report that in their opinion the following Districts should be formed, viz. :—

1. Algoma District including Thunder Bay.
2. Parry Sound District.
3. Nipissing District.
4. Haliburton District.
5. Madawaska District.

The Districts shall include the Indian Reserves within

their bounds, and for convenience of inspection, those townships contiguous to the ridings of North Simcoe and North Hastings shall be attached thereto.

The number of School Sections at present organized and in which schools are in operation in the several Districts is as follows:—

Algoma, 25; Parry Sound, about 34; Nipissing, 4; Haliburton, 33; Madawaska, 46.

### III. SCHOOL ACCOMMODATION, FITTINGS AND FURNITURE.

(1) One of the great difficulties to be overcome is bringing the School within reasonable distance of the children of the settlers in the backwoods. Your Committee see no means by which miles can be shortened, or natural barriers such as swamps, rivers, lakes and rocks, removed. They therefore recommend that the Township Board System be there introduced, as more likely to give satisfaction than the School Section System.

As to sites, size of School-house, and necessary out-buildings, your Committee would recommend an adherence to the Regulations now in force.

(2) As to appliances, your Committee recommend the following minimum: A map each of the World, Dominion of Canada, British Isles, United States, Europe, and Smith's Pictorial Map; a six-inch Terrestrial Globe; the first book on Tablets, a set of selected Object Lessons and Sheets, containing the Lord's Prayer, the Ten Commandments, and the Programme.

### IV. AID TO SCHOOLS IN NEW DISTRICTS.

In addition to the revised Regulations, for aiding Schools in New and Poor Townships, your Committee would recommend that in the New Inspectoral Districts all the Townships of each District, not having County organization, be considered in the apportionment of the Legislative Grant as one Municipality.

That the Legislative Grant be apportioned at the close of the first half year, and the Poor School Grant at the end of the second half year.

That applications for aid from the Poor School Fund be made by the Trustees through the Inspector not later than the end of September in each year.

That the Department guarantee a percentage (as recommended by the Inspector) of the cost of the erection of each School building in an unorganized Township (said percentage not to exceed one hundred dollars) upon the completion of a building erected according to a plan prepared by the Department upon Certificate of the Inspector that the conditions have been complied with.

That a small supply of apparatus, say a six-inch Globe, a map of the World, a map of the Dominion, a numeral frame, some Object Lessons, and School Room Sheets, be granted by the Department upon the recommendation of the Inspector to each School in the unorganized Townships.

That the Government be asked to reserve in patents hereinafter issued for lands in the Free Grant Districts, at least one acre from each lot to be used, if required, for the purpose of a School site.

Under V blank forms are herewith submitted for Public School Teacher's Third-Class District Certificate, Special Certificate, Poor School Application for Aid, Petitions for Formation of Sections, Assessments Rolls, etc, and suggested regulations especially applicable to the Districts.\*

J. GEORGE HODGINS,  
*Deputy Minister of Education.*

EDUCATION DEPARTMENT,  
*23rd September, 1877.*

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\*Minister of Education Report 1877, p. 64.

This Report marked an era in the history of Ontario. The educational horizon has at length lifted beyond that ribbon of territory contiguous to the southern border. Ontario was now determined for the first time to cast the aegis of her care over her vast hinterland. She began to feel the pulse of a larger spirit. A fresh interest was engendered, as reports returned of the potentiality of the hitherto neglected North, and the reaction was felt in every channel of the political and industrial life of the Province.

## CHAPTER III.

### PIONEER DAYS

**W**E should be held remiss if, when we take occasion to recount the illustrious names and services of those who have achieved success in the fields of discovery and exploration and of industrial endeavour, or who have brought distinction to the State in the domain of foreign or domestic politics, we failed to mark those who by equal fidelity and self-denial blazed the trails in the field of education, and by so doing helped to lay the foundation, broad and sure, of happy and contented homes and loyal, self-respecting and efficient citizenship.

Material prosperity is in every way desirable, but it is no longer to be disputed that character is at once the basis and the crowning fact of all true progress. The spiritual essence is the one reality, and in these dark days we feel that we do not require a second Pentecost of Calamity to fall across our pathway to remind us of this truth.\*

Robert Little and John R. Miller for the Districts of Algoma and Parry Sound, respectively, and Rev. E. H. Jenkyns for the District of Nipissing, have the distinction of being the first-footers

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\*Written in the year of the Great War—1917.

in the field of Education in the North. It was they that set in motion the movements which were to found the citizenship of the north on an intelligent basis. Could we but give their personal experiences, how stimulating it would be, but the personal touch is gone with their forms, and all that remains is a few official notes which merely record academic fact, and deny us all the flavour of real experience.

A brief résumé of their report of 1877 will serve to reveal the nature and the extent of the development at this stage.

### *District of Algoma*

*School Sections.*—Twenty-five, located thus,—twelve in the Municipalities of Howland, Assiginack, Gordon, St. Joseph, Sault Ste. Marie and Shuniah; thirteen in unorganized Townships. Manitoulin has fourteen of above sections, St. Joseph's Island, two, and nine are on the northern shores of Huron and Superior.

*School-houses.*—No. 1 Howland, new, frame, 32x24x14 feet, to seat 40 pupils, seats and desks reversible, the best school on the island,—Site 5 acres. Prince Arthur's Landing (Port Arthur), new, frame two-storey, cost \$2,055; double desks and reversible chairs; two departments, two cup-rooms to correspond; excellent structure. Sault Ste. Marie, just building, to be the finest in the

district; brick, cost \$5,850; basement fitted as recreation room; hat and cloak-rooms and lavatory; water supply from river; separate entrances for boys and girls.

Assessment—1875, \$246,476; 1876, \$555,322. Expenditure—1875, \$4,941; 1876, \$9,363. Teachers' Salaries—1875, \$2,747; 1876, \$4,438. Average salary—male, -387; female, -261.

No. of children, 5-16 1875, 736; 1876, 997.

Average attendance for year—No 1 Shuniah, 114; Sault Ste. Marie, 53; Gore Bay, 45; Bruce Mines, 43; Killarney, 35; No. 1 Assignack, 29.

*Note.*—No leading roads, a serious handicap.

### *Parry Sound District*

J. R. Miller, I.P.S., assisted by S. P. Halls, Assistant Master Goderich High School. No detailed report is given.

*Townships visited.*—Foley, Humphrey, Christie, Spence, Ryerson, Chapman, Croft, Monteith, Hagerman, McKellar, Ferguson, Carling and McDougall.

*Notes.*—Standing of schools, good; sites, good; buildings, improved; apparatus and equipment, inadequate; seating and desks mostly good but some schools have still rows of seats around three sides of room facing desk attached to wall.

Taxes so heavy people can scarcely operate schools.

Teachers.—Many not competent; the best refuse to leave older counties, accept low salaries and endure discomforts.

Suggestion.—A Model School at Parry Sound, or bonus teachers to attend a good High School as they now do for Toronto Normal School.

A unique undertaking at this time was the gathering of all teachers from the District at Parry Sound, where a conference was held, under the direction of Inspector Miller, Mr. Symington and S. P. Halls of Goderich. At the close a teachers' qualifying examination was held, the standard being similar to that of High School Entrance, when some eighteen teachers presented themselves, and all but two passed the required test.

A Teachers' Institute was then organized, the first in the Districts, to meet twice a year.\*

In 1876 Rev. E. H. Jenkyns, M.A., thus reports on the one school in Nipissing up to this time,—viz., at Mattawa:—

Building and accommodation, good; equipment, fair.

Average attendance, 22; enrolment, 50.

Teachers—Miss McAmmond; Salary, \$300.00.

The three languages, English, French and Indian, are noted as a serious handicap.†

These first official reports reveal substantial pro-

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\*See Minister of Education Report 1877, p. 83.

†See Minister of Education Report 1876, p. 118.

gress under difficulties, self-denying effort on the part of parents and ratepayers, and loyal service on the part of teachers and officers.

In the year 1878 Mr. Little and Mr. Miller had retired to devote their entire time to the County Inspectorates, and Mr. P. A. Switzer, B.A., Principal of Elora High School, was appointed Inspector for both Algoma and Parry Sound. He also supervised the schools in the towns of Collingwood and Meaford, at the former of which he resided. While this remote territory was under inspection it was not really officially constituted a District for School Inspection till July 14th, 1880, by Order-in-Council.\*

Mr. Switzer thus reports for the year 1879:†—

*“District of Algoma*

*“School Sections and Teachers.*—There are in all 43 sections. In these there were employed during the year 31 teachers. The average salary paid to male teachers was \$433.48, and to female teachers, \$270.63.

*“School-houses.*—Of the 30 school-houses, 16 were log, 13 frame, and 1 brick.

*“Pupils.*—There were 1,752 pupils enrolled, with an average attendance of 622.

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\*See Minister of Education Report 1880-81, p. 15.

†See Minister of Education Report 1879, pp. 51 and 76.

*“District of Parry Sound*

*“School Sections and Teachers.*—There are 45 school sections, with 23 teachers engaged during the year. The average salary for male teachers was \$341.25, and for female teachers, \$229.18.

*“School-houses.*—Of the 23 school-houses, 15 are log and 8 frame.

*“Pupils.*—There were enrolled during the year 890 pupils with an average attendance of 369.

“In both districts I found very great interest in school matters. People were, with few exceptions, willing to tax themselves heavily that their children might enjoy the benefits of education.”

The following is a detailed statement of his itineracy and reveals the variety of work, the distances travelled and something of the location and condition of the schools in operation:—

“On the 1st August, I left home for Parry Sound to take part in a Teachers’ Institute and Examination, which continued until the middle of that month. I proceeded on the 18th to Killarney, where I inspected their school and revised assessment roll; thence to Bruce Mines, where I spent the remainder of the week in inspecting four schools and meeting the trustees of an unopened school. The following week, after visiting three sections on St. Joseph’s Island, and leaving blanks for the formation of three sections more, I proceeded to Sault Ste. Marie, where I found one

school out of five in operation. Expecting better things on my return from Prince Arthur's Landing, I proceeded thither, August 31st. There I inspected four schools, the fifth not being in operation, and examined Misses K. McKellar and C. Gorman for certificates. Returning to Sault Ste. Marie, I found affairs just as I had left them the week before. I examined the only school in operation, and met the trustees, upon whom I urged the necessity of more energetic action in school matters. I reached Gore Bay, September 6th, where I met trustees from School Sections Nos. 2 and 3, Gordon, and from Barrie Island, all new sections, to go into operation January, 1880. I also sent blanks to Cockburn Island, Campbell and Shishowaning, for the formation of new sections. I then proceeded to Mudge Bay, inspected school, and met trustees of new section in Billings, also left blank for formation of new section.

"I reached Little Current 10th September, and Manitowaning 11th September. Visited schools in the vicinity of Manitowaning until 16th, when the Teachers' Institute began, followed by an examination of two days. On Monday, 22nd, I resumed the inspection of the schools in the townships of Assignack, Tekhummah, and Cærnarvon; concluding with a Court of Revision of the Assessment Roll, U.S.S. No. 3, Tehkummah and Sandfield, and reached Manitowaning 30th September, 1879.

*"Summary*

"Miles travelled .....	2,234
"Schools inspected .....	21
"Met Trustees of new sections .....	8
"Visited schools not in operation but since opened .....	9
"Blanks left for formation of new sections..	8
"Courts of Revision held .....	4
"Assisted in examining fifty-one candidates for certificates."	

In 1877 R. G. Scott, B.A., Principal of Pembroke High School, was appointed Inspector of Public Schools for Renfrew and Nipissing.

In 1878 and 1879 he reported as follows:—

"In these new and remote townships the land is in some cases absolutely barren. The settlers are generally poor and have to depend upon opportunities offered by the lumber trade to obtain a livelihood. The industry has been removed back by lumberman's axe and the still more extensive agency of devastating fires. The settlers are, therefore, in many townships in a worse condition than they started. They are therefore quite unable to support schools even of the lowest grade.

"The poor and broken land produces a scattered population. If therefore a sufficient area is included in the limits to afford a valuation capable of supporting a school, many of the children are pre-

cluded, by distance, from attending. If, on the other hand, the section be formed as to allow all children to attend, the total valuation is so low as to render the levy for school purposes an intolerable burden. In some instances, though the section is too large, the low valuation will not support a school at any reasonable rate.

"The only remedy for this state of things is in obtaining aid from the Poor School Fund and, as nearly all sections in these townships are equally poor, it would be plainly absurd to require special Municipal Aid."

In reporting on Mattawa School, he says in 1879, "This is the only school in the District. It is taught by the nuns though children of all denominations are admitted. Besides English-speaking children, a number of French and Indians attend. In May I found 46 present, of whom 21 spoke French only."

"Proficiency, highly creditable; discipline, remarkably good; answering prompt and accurate; condition of premises reflect highest credit; well deserving substantial support of the Department."\*

In the year 1882 Peter McLean, formerly Principal of Milton Model School, succeeded Mr. Switzer as Inspector. The schools were rapidly increasing in number, there being forty-six now in operation in Algoma and forty-five in Parry Sound,

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\*See Minister of Education Reports 1878 and 1879, pp. 120 and 76.

a total of ninety-one, as compared with fifty-three in 1879. The following schools were specially commended: Sault Ste. Marie, Bruce Mines, Little Current, Prince Arthur's Landing, in Algoma; and in Parry Sound District, Parry Harbour, Parry Sound, and Burk's Falls. Six new schools had been opened this year, one being at Keewatin Mills in the west.

He makes special reference to the hardships and disabilities under which parents laboured in supporting pupils in attending schools, especially in Parry Sound. Here eight schools were closed through "utter inability to pay teachers for longer than three months of the year. The bare necessities of life are a burden. The school rate is 25 to 30 mills on the dollar, children walk three or four miles, and many children are entirely out of reach of a school. The roads are long continuous bog-holes. It is absolutely necessary to hire uncertificated teachers as they cost less."

He pleads for increased legislative aid as a remedy. "Forty-six schools in Algoma received only \$1,107, while many single townships at the front with but one-third of the schools get about as large a sum." For this District he recommends at least \$100 per school. In Parry Sound the condition was still more deplorable. But \$426 was received for forty-four schools, while Halton County received \$664 for sixteen schools. Teach-

ers, he says, cannot pay even \$2 superannuation subscription to protect their old age. He asks at least \$1,500 for Algoma and \$1,000 for Parry Sound. He also recommends by way of improving the qualifications of teachers, Model Schools at Sault Ste. Marie, Parry Sound, and at some point on Manitoulin Island.\*

In the year 1881 Rev. Thos. McKee had been made joint Inspector of South Simcoe and Muskoka. In 1882 he reported twenty-six schools including those in villages of Bracebridge and Gravenhurst. The schools were better manned and equipped, as they were more directly in communication with the older sections of the Province.

An interesting, and on the whole profitable, experiment was tried this year by the Department. A Commission was sent into the Districts under J. E. Hodgson, High School Inspector, to investigate teacher conditions, hold examinations and qualify such teachers as attained the necessary standard. The report will be incorporated in a later chapter, (see Teacher Training and Supply). The facts and varied needs were impressed as they could be in no way other than by personal observation. Most interesting running comments are here and there made on the primitive conditions that exist, as for example in reference to Manitowaning School,—  
“One and the same room made to do duty as a

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\*See Minister of Education Report 1882, p. 128.

school-room, Court-room, Crystal Palace, Town-hall, and general resting place for a number of vagrant sheep of the neighbourhood, does not afford strong proof that educational advantages are at a premium here.”\* In the year 1884 the Inspector reports progress in school standing thus: “Most pupils in second-class are now able to write a legible hand, which was not so three years ago. Classification is however still too high.” New schools were built at Manitowaning, Thessalon and Blind River, and Teachers’ Institutes were held at Gore Bay and Parry Sound, J. E. Hodgson and Rev. Mr. Cole assisting with the programme and examination of teachers. The long-deferred Model School at length makes its début in the North, after having been asked for annually for some six or eight years. Hon. G. W. Ross had now become Minister of Education and he encouraged the extension of the Model School system. There were now forty-four in the Province, and a new Model School was opened, not in either Parry Sound or Algoma, but at Bracebridge in Muskoka, with R. F. Greenlees in charge, there being fifteen students—four male and eleven female in attendance. Model Schools were still pressed for in the other two Districts. The Inspector in closing his report makes a strong plea for an additional Inspector. “My inspectorate extends from Lake

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\*See Minister of Education Report 1882, p. 129.

Nipissing to the far-famed North West angle of Lake of the Woods, a distance of 1,500 to 1,600 miles," he says. His wishes were not acceded to till 1886 when, owing to the now rapid advance in population and increasing demands, more intimate control was found imperative.

## CHAPTER IV.

### A NEW ERA DAWNING—ADVENT OF THE C.P.R.

**H**ITHERTO settlement had been slow and scattered. Industrial development had been limited. The great lumber trade centred in Northern Ontario, but it was in its infancy. A few mills had been planted at the mouths of rivers, chiefly along the shore-line of the Great Lakes, but the peculiarities incident to the work of production, manufacture and exportation added little to the permanent population. The forests along the streams that echoed, in winter, to the woodman's axe, were deserted in summer. The few thousand transients that flocked to camp in fall, with opposite migratory habits to the feathered tribe, had flown like birds of passage in the spring. Likewise the busy milling hamlets were, in turn, deserted in the winter, and no stable element was added to settlement.

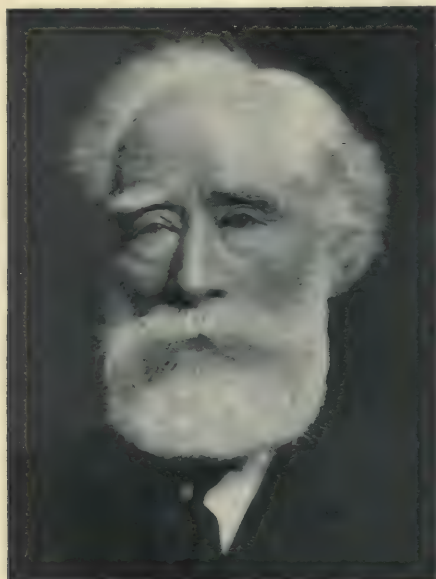
As early as 1853 a railway had struck north from Toronto and reached Allandale, but sheered westward from there and found its terminus at Collingwood. Small steamers plied from here along the shores of Georgian Bay and Lake Huron in the early seventies, touching at milling points, mining centres, and fishing villages, and adding an

air of permanence to the scattered hamlets. But as yet no railway had penetrated these inland wastes. They were the home of the Ontario bison, the roving moose and red-deer, and lesser game that fell a prey to the roaming redskin. It is true the Toronto and Nipissing Railway had started bravely out, but, striking the Laurentian barrier, it turned east and lost itself in the wilds of Haliburton. It had belied its name, and never was to reach its intended destination. By 1880, however, the southern stretches of Muskoka had been penetrated by some daring pioneers, and the highlands of Ontario were asserting their claims upon the nature lovers of the South. The tourist had pre-empted many a picturesque nook among the hills, the hunter had searched out the woodland fastnesses where he might stalk the sprightly deer, and the angler had claimed the embowered brooks that hid the gamey bass and the trout that robbed the rainbow of its hues. Slowly settlement had extended northward and the Toronto-Allandale railway once more bestirred itself and pushed farther north, not as the pioneer of civilization, but as a sort of camp follower, in the wake of settlement, till it reached Gravenhurst, where it rested.

But a new project of even more than national import was slowly taking shape, which would incidentally play a larger part in the progress of Ontario's hinterland than anyone had dreamed—

the building of the Canadian Pacific Railway. The great Laurentian barrier in New Ontario formed the sternest obstacle in engineering in the entire distance, with the exception only of the Rocky Mountain stretch, and furnished the strongest arguments in opposition to the undertaking. Even the Rockies proved ultimately the lesser hindrance, for mountains may be tunnelled or obviated, but a thousand miles of granite hills with a thousand water-courses athwart your way almost defy the keenest genius to traverse with a line of steel. Sir Sandford Fleming, the great engineer of the railway, standing somewhere to the north-west of Lake Superior made this sceptical remark, "Now, somehow, we must reach a point to the north of Lake Nipissing and then our work is done, but *how?*" These were the two strategic points in the great system—the eastern, the site where North Bay now stands, the western, that of Fort William. The linemen and surveyors trailed tent and theodolite back and forth across the rugged hills, engineers figured, politicians battled in legislative halls and on the hustings for popular support, all the practical genius and forensic skill was arrayed in one vast effort to meet the situation, while the public, east and west, looked calmly and hopefully on, "for east is west and west is east" in this great Dominion, and whether governments should rise or fall,

the feeling was, the passage must be made. But what could resist the matchless courage and indomitable force of a Sir Sandford Fleming, the organizing power and penetration of a Sir Donald A. Smith and a Sir George Stephens, or the poli-

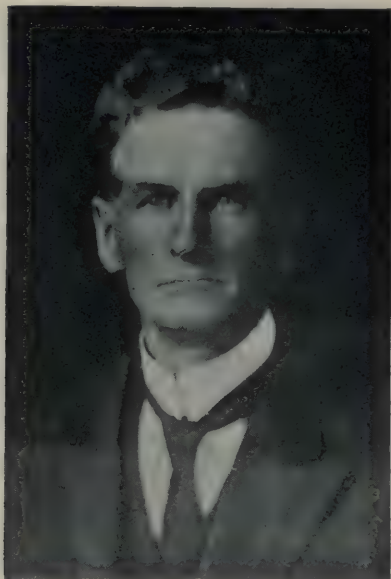


WM. HOUSTON, M.A.

Inspector, Public Schools, Manitoulin Island and North Nipissing,  
1900-1903.

tical sagacity and masterful eloquence of a Sir John A. Macdonald. The legislative balance tipped by but a hair's weight and the affirmative had won. And soon the C.P.R. sprang into being. We need not mention the almost insuperable obstacles

that were surmounted, but it was completed and the last spike driven long before the time-limit expired. The gap had been bridged, and now by 1885 the populous east was linked with the promising west by a route that skirted the ancient high-



JOHN RITCHIE.

Inspector, Public Schools, Thunder Bay and Rainy River Districts,  
1904-19—.

way of the traders—the Ottawa-Nipissing and Huron-Superior route—leaving the nucleus of many a thriving settlement in its trail. North Bay, Fort William and Sault Ste. Marie took their places as terminals at the strategic points of water

and land traffic, inland divisional points of lesser prominence sprang up as Cartier, Chapleau, White River, Schrieber, and on Lake of the Woods, Rat Portage (now Kenora). The Grand Trunk Northern that had been leisurely creeping northward



L. A. GREEN, B.A.

Inspector, Public Schools, Algoma South,  
1904-19—.

now spurred on to meet its younger but more active rival and thus link Old Ontario with the West.

But the Canadian Pacific did more than supply a way of access to these unpeopled lands or an outlet for their resources. It tapped hidden riches

that lapse of time cannot exhaust. Witness the nickel mines to-day which are second to none in the world. Their magnitude and their economic worth are beyond computation. In this region have sprung up thriving centres—Sudbury, Cop-



R. O. WHITE, B.A.

Inspector, Public Schools, Nipissing and Haliburton, 1911-19—.

per Cliff, Creighton, Coniston and Mond and many of lesser importance.

And now the land that was viewed with apathy and even contempt became the land of promise. The rapid advance in population and industry was

soon reflected in education. To keep pace with the growing needs, on the decease of Peter McLean, two successors were appointed in 1886, Donald McCaig, B.A., who was to take charge of Algoma, and Rev. George Grant, B.A., of Parry Sound.\*



D. M. CHRISTIE, B.A.

Inspector, Public Schools, Algoma E. and Nipissing Districts,  
1918-19—.

The former was a stalwart Scotchman, to stand in whose presence was to recognize, behind the massive frame, a man of force of character as well

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\*See Orders-in-Council, Minister of Education Report 1886, Appendix A.

as mental vigour. His Scottish instincts find place in many a poem penned by his own hand, for he was a writer of no common note.



W. J. HAMILTON, B.A.

Inspector, Public Schools, Thunder Bay District,  
1913-19—.

O sing not to me of your tropical glories,  
Of the land of the orange, the fig or the vine,  
Though unclouded the sun may unsparingly pour his  
Warm rays o'er its bosom, still dearer is mine;  
Still dearer the land which moss-circled daisy  
And wild mountain heather bedeck with their bloom,  
Where the hero still dreams by the brook, winding mazy  
Among the green vales of his own Island Home!

Where still from her valleys to melody rising,  
Sounds far up the mountain the bard's melting strain;  
Where fearless her children, oppression despising,  
The terror of tyrants unchanging remain.



J. A. BANNISTER, B.A.

Inspector, Public Schools, Temiskaming,  
1916-19—.

Then sing not to me of rich streams from your fountains,  
Of your valleys of diamonds or pearl-gilded foam,  
When dearer to me are the rills from the mountains,  
That flow through the vales of my own Island Home.

His volume of poems published under the significant title *Milestone Moods and Memories*, contains many poems of merit, among which "The Tramp" received special commendation of liter-

ary critics. We look in vain for words reminiscent of his travels; these experiences were possibly reserved for personal exchange and we are the losers. We realize, however, it must have been an education and inspiration as well to his youthful teachers to have come into contact with such a personality.



NORMAL SCHOOL, NORTH BAY.

Rev. Geo. Grant was an honour graduate of Toronto University, and had held positions of credit as Principal of the Simcoe Model and High Schools prior to appointment to the inspectorate. Mr. McCaig resided at Collingwood, the latter for a time at Parry Sound, but later at Orillia, but the burden of their labours was in the wide reaches of the North, where growing settlements furnished a field to tax their best energies.

Upon making their first tour of inspection Mr. McCaig thus briefly reports for Algoma:—

"I find that about 100 teachers are now employed in the district exclusive of those employed in Indian Schools. Out of all these teachers only three have attended a Normal School and not any have attended a Model School. The certificates held may be classified as Old County Board, eight second-class non-professional certificates and fifty-eight Local Board District certificates, the balance being permits or interim certificates. Over 5,000 pupils have attended the schools of the District and \$50,000 have been expended for educational purposes. Old-fashioned long benches and desks are now being thrown aside and the Education Department generously supplied many maps, sets of Tablets, etc., to newly-established schools."

Mr. R. G. Scott reports as follows, for Nipissing District:—

"Sudbury (No. 1 McKim)—forty-two pupils, mostly French. Attainments unsatisfactory due to mixed population and unqualified teacher holding only a Quebec certificate.

"Sturgeon Falls (No. 1 Springer)—forty-one pupils, school prosperous, competent teacher, second-class certificate.

"North Bay (No. 1 Widdifield)—three departments, head master holds 1st-class certificate, others 2nd and 3rd. Senior department very unsatisfactory, Juniors satisfactory.

"Thorncliffe (No. 1 Ferris)—School poorly situated, by no means comfortable, nor properly furnished. Unsuitably located, children must travel on C.P.R. track to reach it. No hearty interest in school—many promises, no fulfilment; teacher, 3rd-class certificate, standing of school fair.

"No. 1 Calvin—School comfortable, no equipment. Teacher, 3rd-class; excellent work.

"Mattawa—School equipment, etc., highly creditable. Teacher, 2nd-class, most thorough and satisfactory.

"No. 2 Bonfield—Closed for repairs. Teacher, 3rd-class. School not working well.

"No. 1 Lyell and Murchison—School remote S.W. of District, no road to it but by sleigh in winter. Shut out from inspection by extensive bush fires."

Rev. Geo. Grant reports as follows for Parry Sound:—

"There are 84 sections with 78 schools and 79 teachers. Sundridge has just completed a fine building worth \$2,000. Of the 79 teachers, 4 hold second-class, 22 third-class certificates and 53 are unqualified.

"Recommendations—Model School at Parry Sound and increased grants. Poor School aid put on a uniform basis. The total grant to schools did not average more than \$1.20 per child of the average attendance.

"Teachers' Institute was conducted as a Model School by Mr. J. J. Tilley lasting four days. This was the second year and much benefit accrued. Powerful and stirring lectures were also given to the public."\*

Certain notable facts are derived from the above reports:—

(1) The extremely rapid advance in population and the corresponding increase in schools,

(2) The meagre legislative assistance still given,

(3) The large number of unqualified teachers.

In the three Districts out of 189 teachers only thirty-three are qualified. It seems that by some special permission of the Department of Education at this time Inspectors were authorized to issue Certificates in some provisional way over their own signatures, since, though there were 156 teachers who had never attended Model or Normal Schools, only twenty of these came under Departmental notice.

In the year 1898 Sylvanus Phillips, B.A., was appointed Inspector of Haliburton with jurisdiction over parts of Muskoka, Parry Sound and South Nipissing. He had prior to this a large experience in Public and High School work extending over some thirty years. He had organized the Collegiate Institute in Portage-la-Prairie, Manitoba, and High Schools at Petrolia, Arthur, Hagersville and Waterford. His territory was

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\*See Minister of Education Report 1887, pp. 132-134.

large and widely scattered as well as difficult of access but was handled with efficiency for some nineteen years till his retirement in 1916.

An interesting development is worthy of remark. Port Arthur was the first centre to obtain the distinction of encouraging advanced education. In 1885 she held the first examination in the Districts for admission to High Schools presenting seven candidates and passing six. The following centres held Entrance Examinations for the first time, in the ensuing year.\*

	Examined	Passed
Burk's Falls .....	5	4
Manitowaning .....	12	9
Parry Sound .....	3	3
Port Arthur .....	26	22
Sault Ste. Marie .....	6	5
Total .....	52	43

In the year 1900 Mr. Wm. Houston, M.A., was appointed to assist Inspectors McCaig and Grant, who had, 138 and 145 schools, respectively, under their care. He was given charge of Manitoulin, St. Joseph and Cockburn Island, and some time later, of the north shore of Lake Huron and the northerly schools of Nipissing. Having passed through the early schools of the county of Bruce and conducted Conventions in the northern Districts, he was prepared for the conditions. His chief impressions were the difficulty of obtaining teachers, the hardships of northern inspection and

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\*See Minister of Education Report 187, p. 102.

the rarity of qualified teachers in rural schools. The following comment reveals the difficulties of travel: "I was absolutely mired on horseback going to Kerns school from New Liskeard. Happily there was a lumber camp near, and I managed to yell loud enough to attract attention and they came and dug me out." "All I had at one place, for my meal, was boiled potatoes, salt and hot water." "One special certificate," he further adds, "issued by the inspector, for one year only, was on such an imposing form, the trustees laid great store by it and some teachers therefore preferred it to the regular official form. The Boards, judging by appearance, thought it represented more." Speaking of bilingual schools, he remarked, "I took in some poplar leaves; the pupils all knew name in French, not one in English. In the neighbouring school a French teacher taught all English and no French. My inference was that the main problem was one of *teachers* rather than curriculum." Much difficulty was experienced in securing qualified teachers, or in fact teachers with any standing, even academic. They had no source to fall back upon save importations from the settled counties, and such teachers were naturally indisposed to accept the salaries and endure the discomforts of these northern latitudes.

A Model School had been opened in Parry Sound in 1890 with seven pupils in attendance. Commenting thereon Rev. Geo. Grant, I.P.S., says,

"The opening of the Model School marks an era in the history of education in these parts. It will dispel the idea that no sort of qualification is required of teachers in the Districts and that one has only to fail in the older counties to be welcomed in the Districts. In addition to a literary certificate, applicants must now show they possess Model School training as well."

High Schools were established in Port Arthur in 1888, Gravenhurst in 1890, Fort William in 1900 and at North Bay, Rat Portage (Kenora) and Sault Ste. Marie in 1902. All of these had evolved from Public Schools through Continuation School status, and exhibited the qualities of strength and thoroughness that only struggle can produce. It says much for the pioneers of these Northern centres that they displayed such interest and self-sacrifice as to assume the undue burden of building and maintenance almost unaided. They were schools in isolated centres with no county support and little encouragement from the central authorities, yet they manfully met the necessary obligation and most of them threw their doors open free to all youthful aspirants in the adjoining territory. These schools were soon destined to lay the foundation of superior academic training for teachers and so contribute indirectly to the improvement of the elementary schools.

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\*See Minister of Education Report 1900, p. 78.

## CHAPTER V.

### THE TIDE TURNED—THE BIRTH OF COBALT

**A** GROWING feeling was beginning to assert itself that this territory should have resident Inspectors more directly and more intimately in touch with the peculiar needs of the North, and unhampered by considerations of time or distance in meeting these needs. The work was fast exceeding the capacity of the two existing Inspectors and one assistant. There were now some three hundred and seventy schools scattered over almost two thousand miles of rail and water-way, and because of their isolation and their struggling condition, they required unremitting care.

This feeling was finally responded to, at the close of 1903, by a redistribution of territory and the appointment of three resident Inspectors—John Ritchie, former Principal of Port Arthur Public Schools, Leslie A. Green, B.A., Principal of Sault Ste. Marie High School and James B. MacDougall, B.A., Principal of North Bay High School. As men whose best talent and energy had been given to promoting educational progress in the North and building from the foundation elementary schools into those of advanced status, they were closely identified with the interests and needs

of the North. The movement was timely, as after events abundantly proved. They might well be said to be the first real District Inspectors, not because of residence alone, but because they were themselves the product of the North, by personal contact with its forces. They had won their places by years of trying labour, had given it a status in education by presenting it with advanced institutions of learning, and they were now to devote their undivided attention to it in the way of consolidating and improving the efficiency of the system. They were both *of* and *for* the North.

Just at the opening a singular but significant note was struck which runs ever plaintively yet persistently through all the history of the North. The conditions of appointment were, in the first place, quite inequitable, and added materially to the hardships they must naturally endure in this new territory. While their *confrères* far and wide over Ontario were receiving a much larger total remuneration and all expenses—and even their predecessors had received in the neighbourhood of two thousand per annum—they were supposed to live luxuriously on fifteen hundred and pay all expenses of living and travel; *this, too*, when both were almost double that of Old Ontario per day and though territory covered hundreds of miles for tens by their Southern and more favoured *confrères*. Add to this the fact that the coming “Cobalt

boom," of which the sequel will tell, stimulated settlement beyond all precedent, and greatly augmented travel, labour and expense. Half the salary at least, of the heaviest burdened, went to official expense. In two years postage stamps were paid, which was glad evidence of coming conversion, and in the third, further relief was had from this far from desirable condition. But the men of the North have come to know by long inurement what hardship is. They manfully girded themselves to the tasks regardless of the conditions; personal claims here are never paramount, the needs of the North hold prior place. There's "blood and iron" in other parts than Central Europe, but it is put to better use.

These inspectorates each comprised a vast territory. When we consider that New Ontario of that day was about four times the size of Old Ontario we have some basis for estimating their size. The western inspectorate, under Mr. Ritchie, covered mainly the Districts of Thunder Bay and Rainy River. To this a small portion of West Algoma was added. The total continuous mileage was 425 miles from Schreiber to Kenora. In addition from Port Arthur to Rainy River by the parallel line of the C.N.R., 250 miles were included. The intermediate inspectorate of South Algoma, under Mr. Green, covered 170 miles from Whitefish to Sault Ste. Marie, and an additional 100 miles to Michi-

picoten. The eastern inspectorate, under Mr. MacDougall, comprised Nipissing District and East Algoma, or 427 miles from Mattawa to White River, and 253 additional, North Bay to Cochrane, or 680 in all. Taking the last for comparison it was exactly twice the distance from Toronto to Montreal or 200 miles farther than from Toronto to Quebec City. It took over two days' continuous travel by rail to go from end to end of the inspectorate. How different the compact little inspectorate of the organized county of some 20 to 30 miles across, where a morning drive would take you from any central point to any school. Distances were long, costs were high, stopping places were often primitive, roads were either continuous quagmires in the rainy season or stern reminders of the "rocky road to Dublin." One compensating advantage was that settlement for the present was not more than twenty-five to forty miles from rail connection. But later a hundred mile drive was not uncommon. Such were the physical conditions that confronted the new appointees.

In April of 1905 Mr. John McLaughlin was appointed Inspector of Schools for the Island of Manitoulin, in succession to Donald McCaig, who retired from the active work of inspection.\*

But an event had by this time occurred which was to bring New Ontario a prominence of which

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\*Minister of Education Report 1905, p. 128.

it had never dreamed. A great stretch of land had been lying waste and untenanted between the line of the Canadian Pacific and the Hudson's Bay border. It was a *terra incognita*, untraversed save by the Indian and its needs were served or resources drawn upon only through a few scattered Hudson's Bay posts. One of these was Fort Temiskaming at a point where the Upper Ottawa flows into the lake of that name. Its agent at that time, Mr. C. C. Farr, with the prescient eye that comes of intimate association with nature and the business acumen derived from identification with this great organization, spied across the lake at the old Indian stopping place, or end of portage from Sharp Lake on the Montreal River trail, Matabanick ("place where you come out, or rest") a strategic point, settled there in 1889, and calmly awaited the future he believed must come. He renamed it Haileybury, from the great English School in the land of his birth. Other daring pioneers found their way up the great natural artery to the North—the Ottawa—and hewed themselves out homes in the spruce timbered shores, but in sparing numbers. By 1894 the first school was built with three sturdy Britishers as Trustees—Messrs. Lawlor, Cobbold and Farr. New Liskeard, also, had found a footing. Slowly the numbers multiplied along the shores, but they had to "possess their souls in patience" almost ten

years before their hopes were realized. Then the unexpected happened.

If the advent of the Canadian Pacific marked a milestone in the progress of the North, the Temiskaming and Northern ushered in an epoch. The railway has long been known as the pioneer of settlement. In no part has it more plainly proven its title. Hardy colonists had penetrated the northern forests even beyond Lake Temiskaming up the Wabi, the Blanche, and the Quinze. They had proven the producing qualities of the soil by dint of patient if ill-requited toil. They had answered the criticism of a sceptical South, and the real worth of the land had begun to dawn upon the public mind. But they had no market and no outlet for their product. Slowly the sentiment diffused till finally it found voice in our legislative halls. A commission of inquiry was appointed, consisting of experts in all departments—soil, mineral, timber, power and climate. Their report was a revelation, opposition was hushed and legislation took form to build a road into Northern Ontario for colonization purposes, and link the isolated North with the settled South. By the fall of 1903 it was well under way, with North Bay as its southern terminus, its northern objective in the air. Climbing the southern watershed of the Great Divide athwart the hills of stubborn Laurentian was no common task. But genius and pluck pre-

vailed, and it now had almost reached the southern margin of the little clay belt, for the time being, its proposed goal. The last shot was almost fired, the last ton of useless Huronian tossed aside when an event happened which forever stopped the mouth of the scoffer, altered the tide of travel and set the world gravitating towards the great new north. It was *the Birth of Cobalt*.

A chance thought may speed the world on its way with the added comfort and convenience of a great invention; upon a chance word may hang the destiny of nations when statesmen contend for opposing principles; a casual act may win the world a store of hidden wealth which surpasses its most sanguine dreams. Of such a nature was the act that won us Cobalt. The advance gangs of the right-of-way had reached the shores of Long Lake. To south and west they had tossed aside the rock to make a roadway close bordering the shore. But to the north they met a spur of stubborn diabase that bid fair to block their passage. And now the anvils rang, the forges flared and tempered the biting steel, unwitting harbinger of the day when they would be multiplied by hundreds far and wide. Among the numbers so employed was the hard-handed, practical LaRose who plied his art with skill from day to day and recked not that he was to be the instrument of destiny. Spying a peculiar coloration on the fresh cleavage of the

rock he leisurely stepped over to investigate. In admiration of nature's aptitude in pinks and greys, he hacked off a piece and unthinkingly added the roseate rock to his collection. A practised eye detected the worth and the world was suddenly enriched by millions. Cobalt has taken its place beside the Rand and Cripple Creek, Klondyke and the Cariboo. It sprang into the world's ken with meteoric suddenness, so much so that a sceptical world could not believe and stood by unmoved. But men of faith made good, and now, acre for acre, it rivals Mexico in Silver Kings.

Cobalt sprang up in a night. Soon the woods that had long stood sentinel above the silent lake were vocal with the shouts of the prospectors, and the tap tap of the drill was heard on every hand. From a hundred clearings the camp fires by night shed their shimmering light upon the darkening forest. The black spruce gloomed, the white birch stared stark and straight, aghast at the invasion of the privacy of her domain, and in the fitful glare human forms moved spectre-like against the background of the forest. "Shacks" soon sprang up of timber hewn from the native trees. Soon tents arrived and dotted the hillside from base to crest. They were a motley array tossed down in promiscuous confusion. Then restaurants sprang up whose high-sounding titles left the Ritz-Carlton in the shade, gaming places, dance halls, and dens and

all the varied paraphernalia of a live mining centre. Ubiquitous pathways led everywhere, yet nowhere in particular. Every man's back door was entrance to his neighbour's front. Camp-stoves squatted at each tent-door, kitchen utensils hung on neighbouring trees, the washbasin perched on an adjoining stump and the inevitable clothesline meandered over all among the trees, hung with a bachelor's miscellaneous garb. A stirring scene it was—a veritable human bee-hive but without the drones—a refreshing picture that shattered the staid conventions of the older lands.

And now lumber arrives, and the busy hammer awakens the echoes by day and sounds the reveille before the morning breaks. The store-keeper sets up, the doctor hangs his shingle on a tree, likewise the lawyer, and each helps other to sling his tent; even the pretentious banker drops his dignity and adopts the humble pattern of his neighbour's "shack."

The Southern train pulls in and from the corridors pours forth an endless stream—first-footers and tenderfeet side by side with veterans of a score of rushes to swell the numbers. They swarm upon the platform, and then slowly, in twos and threes, their packsacks slung, melt away over devious pathways to find a site, pitch their tents and lay their plans of conquest for the morrow.

But what of the Inspector and the school? He

must keep his finger on the pulse of this throbbing mass. Some day a real homemaker floats in, picks his ground, pitches his tent and takes his place; others may soon follow; but who takes notice to the child in this mad scramble for wealth? One all-absorbing topic and one only holds the attention,—silver. They talk silver, they trench for silver by day, they dream silver by night. Morning by morning the drills strike up their staccato music before the dawn of day. Evening by evening the story of the new pay-streak goes the round and becomes the common stock. The mania grows. Dimes and dollars may do for common men, but not here; hundreds mount to thousands and thousands to millions; as the area spreads the real richness dawns upon the world and the big interests drop in. Silver nuggets give place to silver slabs and silver sidewalks; claims jump by thousands in a night, the tickers buzz, shares mount, buyers scramble, bucket-shops are besieged and Cobalt is fairly launched as the liveliest mining centre of the world.

But where does the child come in? Where *can* he? Who has time or inclination to attend to his claims? The ordinary channels are choked; the ordinary processes at law cannot be invoked,—“On the petition of” reads the Act, but who is to petition? “The Municipal Council shall”—but there is no such body. But betimes things were moving

without awaiting the dilatory processes of law. We must provide for the child and not wait till the numbers are compelling. For even a few the facilities must be supplied in some form. Unique conditions require unique measures. We searched for means and seized on those available. One medium through which we could work was the Reading Camp Association, whose benevolent work is now well and widely known. Soon a tent was on the ground, and a combination of Day School for children and Night School for adults worked out under a college unergraduate, so that no child of school age need lose a day from the time he sets foot upon the ground.”\*

Meantime measures were set afoot to procure a permanent plant. By personal canvass a number of interested residents were located and gathered in to the back room of some shack. The formalities of law were complied with as far as possible, and a Board elected. Cobalt was the first centre where the new Townsite legislation was tried out by the government. That is, a certain area was delimited, placed under control of a Commission, surveyed and sold in allotments to purchasers by public auction or private sale. Being a new departure, it overlooked reservation for school purposes. When notice was called to the omission, and an allotment made it was found to be unsuited as to

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\*See Chapter VII.

accessibility. Immediate action was necessary, and two trustees, J. Dreany and Chief (now Sheriff) Caldbeck, and the writer, ranged the hills and woods in search of a site, selected one, blazed the trees about it, squatted on it and held it against all interlopers, claim jumpers, etc. It was a battle royal. Times were lively, but the lines held, and soon we had lumber on the ground and a substantial one-room building on the site of the commodious structure of the present day. Few schools developed with such rapidity. Population rose by leaps and bounds. To keep accommodation abreast of increase was no common task. The one-room school became a four, the four an eight; in three years from the time the first school opened it had become a full fledged graded school presenting some nine pupils for entrance to High School and in five years, twenty—a phenomenal growth.

Mines were thickly dotted for five miles around, and Giroux Lake and Temiskaming Mine had schools, also West Cobalt and Mileage 104, and North Cobalt with two rooms. In six years from the discovery there were nine schools in the Cobalt area, with twenty-four teachers; a development rarely if ever duplicated and demanding the closest attention and oversight, that every move and change might serve and not hamper the child.

But the whole Northland felt the impulse. Farming was stimulated, settlers flocked in and

lands were taken, "shacks" built and clearings made far to the north, up the right-of-way of the T.&N.O., now fast extending north and along the streams which gave access by canoe to desirable locations. Lands, surveyed and unsurveyed, were divided into school sections, and temporary schools were built as suited the needs of settlement, often with nothing but trails to reach them. Material obstacles, questions of convenience or cost must never stand in the way of the rights of the child, and bravely and uncomplainingly the patient pioneer took up his burden.\*

New towns were springing into existence. Hailbury and New Liskeard, by contact with the stirring life of the silver area, leaped from a few hundred to thousands. Small two-room schools were replaced by commodious eight-room structures thoroughly modern in build, equipment, sanitation and comfort. Englehart and Charlton, Matheson and Cochrane sprang from the forest and soon became promising centres. With these the country districts were keeping pace and in every settlement was the school, primitive though it might be, the type and evidence of substantial progress.

As a mark of the rapid growth in this inspectorate, the 106 schools in 1904 had increased by 83 in 1907, or in less than three years fifty-three rural sections were created and organized and thirty

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\*See Chapter X.

town departments added, making 189 in all. Only superhuman effort availed to keep up the pace with travel where few roads were, correspondence where few knew procedure, organization, oversight of building, supplying teachers and the infinite details of so complex a situation.\*

The burden became intolerable, and a year later some assistance was rendered—the western schools from Sudbury to White River were handed over to Mr. Jno. McLaughlin, and again in the following years, 1909 and 1910, S. Phillips, Inspector of Haliburton, and J. Deacon, Inspector for Halton County, assisted by inspecting some fourteen schools east of North Bay to Mattawa. But this proved only temporary relief, as the territory was growing with such rapidity.

And now the prospector was abroad with eye the keener by practice, hope the more sanguine because of what Cobalt had revealed, and the will to achieve, the firmer by his own losses or his partner's gains. The silver boom was on, but "Wait till the gold boom comes," said some, and come it did. Rumors were rife, the time was ripe. "Gold in Larder" came the slogan and with it the Northern stampede. Up the Quinze and Blanche flowed the tide of jostling beings, then on to Opazatika and Abitibi. Winter came and in the mad rush snow stakes were planted which spring found float-

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\*See Chapter VI.

ing in the waters. They were driven with equal faith and care on solid land or in bog or lake. Then backward came the ebb-tide and up the Montreal River, and Elk Lake and Gowganda repeated the stirring scenes. And last the climax came when the brightest star of all swung into ken. The glamour of even Cobalt was dimmed in the sudden light from the gold-shot dykes of Porcupine. Here sprang up the centres Golden City, South Porcupine, Timmins, Dome Mine and Shumacher, some of which advanced quickly to towns of considerable size and now possess schools that will compare favourably with any in the Province. Soon the tentacles spread to Swastika, KowKash, Kirkland, Kenabeek and Munro. But where was the Inspector in this maelstrom of humanity that swirled. now here, now there, as centres of magnetic influence arose? Always, with every centre under observation, he joined the eddying tide to pitch betimes the needful tent or call for volunteer axemen to raise the spruce "shack" for winter use.\*

1911 was a memorable year in the history of the North. Development was in full swing, settlement was fast expanding, schools were multiplying rapidly, everything was most promising, when a blow fell from an unexpected quarter. This was the Great Fire which burned itself into the memories of all who passed through it and lived. From

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\*See Chapter VII.

some unknown source it started—it may have been from farmers' slashes or prospectors' burnings or some abandoned campfire—but it suddenly swept the country, the resinous woods furnishing tinder for the flames. Dome Mines, South Porcupine, Golden City, Cochrane quickly fell a prey and much of the country districts lying between. In some parts not a vestige of homes or schools was left. All was desolation. But phoenix-like once more they arose from the ashes. The government gave material assistance in the rebuilding of schools and soon the visible evidences were mostly gone. In 1916 the same sad history was repeated in a new area, with still more fatal results, so far as loss of life was concerned. But once again the District rose superior to the scourge of flame. Schools were again replaced, homes restored and measures taken to prevent a recurrence as far as was humanly possible.

While the history of development in New Ontario during this period centres in the Cobalt—Porcupine area, proportionate advance was being made to south and west. Villages had grown to towns and towns to city size. North Bay, Fort William and Port Arthur have now Collegiate Institutes, and Sudbury, Sault Ste. Marie and Haileybury High Schools that cannot be outclassed in the Province. Of these Haileybury and Sudbury have Technical departments, which train young

men for the mining industry, and Sault Ste. Marie for the steel and pulp industry. The Public Schools in these centres, as well as in other towns are, like the advanced schools, thoroughly modern in every respect—having the advantage over older sections of the Province in being able to incorporate the latest designs and ideas in architecture and equipment. Port Arthur, Fort William, Sault Ste. Marie and North Bay also have Kindergartens and Manual Training and Domestic Science in connection with the Public Schools.

There is a large section of Northern Ontario settled almost exclusively by our French-speaking compatriots, viz., along the eighty-mile section of the Canadian Pacific extending from Sturgeon Falls to Chelmsford, and including a few townships east of North Bay. At first the Public Schools which supplied this area, some forty-five in number, were under inspection of the Public School Inspector, J. B. MacDougall, the Separate, under Inspectors J. E. Jones and M. O'Brien of the Separate Schools. Later they were all transferred to Inspector D. Chenay, of Windsor, and later still have been under the supervision of Inspectors A. St. Jacques, R. O. White and W. J. Summerby. An English-French Training School was opened at Sturgeon Falls, under the direction of A. A. Jordan, B.A., and later of J. A. Kaine, B.A., which has done much to improve the aca-

demic qualifications and furnish a more adequate supply of trained teachers for such schools.

In the Province as a whole there had been a growing feeling that the Model Schools, good as their work had been for the class of teacher they supplied, and in view of the disabilities under which they laboured, should give place to a higher grade of professional training. The feeling took form in the reduction of the number and the substitution largely of Normal School training. This necessitated an addition to the number of such institutions in the Province and among them, North Bay was chosen as a centre. In 1909 the building was completed and opened.\* In 1911 J. B. MacDougall, B.A., was transferred from the work of inspection to the Normal School. A readjustment of inspectoral divisions was then made, and additional inspectors appointed. R. O. White, B.A., replaced him in charge of Nipissing, but was later made senior inspector of Bi-lingual schools in Northern Ontario, and later still transferred to Haliburton County as Public School Inspector. D. M. Christie, B.A., former principal of Bruce Mines Continuation School had been appointed Inspector of part of Thunder Bay and Algoma West with headquarters at Fort William. He was now made Inspector of South Nipissing and Northwest Parry Sound, including the towns of

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\*See Chapter IX.

Copper Cliff, Sudbury, North Bay and Mattawa with headquarters at Sudbury. W. J. Hamilton, B.A., Principal of Fort William Collegiate Institute, succeeded D. M. Christie, and W. J. Hallet, B.A., B.Pæd., of Barrie, was given charge of schools in the District of Temiskaming, which was now separated from Nipissing District for judicial purposes. On the death of Jno. McLaughlin in 1914, S. Philips, B.A., of Haliburton, was transferred to Manitoulin Island, and, on his resignation in 1916, J. W. Hagan, M.A., of Simcoe, was appointed to succeed him. In the same year J. A. Bannister, B.A., succeeded to the Inspectorate of Temiskaming, upon the death of W. J. Hallet. H. R. Scovell, B.A., had been appointed Inspector of Muskoka and J. L. Moore, Inspector of Parry Sound, on the retirement of Inspectors Stevens and Grant from active work in the Districts. Thus we see the districts now fully provided with schools from Kindergarten to Collegiate, well equipped with teachers and manned by efficient supervisors, a well rounded-system for this newest part of the Province.

While the Public School system was thus progressing, the Separate School system was advancing with equal success on parallel lines. Port Arthur was the first centre in which a Separate School was established in 1882. From that time till the present, under the able supervision

of Inspectors M. O'Brien, J. E. Jones, B.A., D. Chenay, M.A., V. H. Gaboury, B.A., A. Belanger, M.A., and J. P. Finn, B.A., schools have been extending to all our prominent towns and cities, and the country districts where required. They are representative in architecture, equipment and staff supply of the educational spirit of the North. A strong desire to co-operate is in evidence, teachers' institutes and advanced schools receive loyal recognition and support and no effort is lacking to equip the young as perfectly as possible for the task of life.

This historic retrospect of educational and, incidentally, of industrial, development, reveals the effort to consolidate the energies of all ranks and classes in laying firmly the foundations of progressive citizenship.

## CHAPTER VI.

### THE NORTHERN INSPECTOR AND THE "SIMPLE" LIFE

THE men who shape the destinies of the North must be men of energy, vision, versatility, with a passion for the wild, a capacity to cope with the new, the unexpected, the untried, gifted with a will to essay and to conquer. They must be men of decision, men of initiative, men of action. It is just this type the North produces. Such an one must be the Inspector as a moulder of the educational and, indirectly, the social and economic future of the North, for his work is really the base of the whole social fabric. No mere theorist will suffice, he must be supremely practical. He meets scores of problems for the solution of which there is no formula. Custom, tradition must go by the board. The south is radically different from the North. There the system is formed, the conditions fixed and static, the work mainly supervisory and directive; here the foundations are being laid, the conditions are plastic and formative, the work creative and constructive. Here history is being made, there it is being rehearsed. Here the ground is new, the trails are being blazed, and the system shaped to suit the peculiar nature and needs of this frontier land.

First, then, in the field of travel the Inspector must be a lover of outpost work. Ever in the van of settlement, he belongs to the reconnoitring unit; he descries the vantage point to which the lines must run. The trapper, the prospector, the pioneer settler, or the woodsman may have made an unexpected sally into the as yet untrodden fastness; it is the Inspector's duty to blaze the trail of education to every "shack" that shelters the family group. The child of the "shack" has the same inalienable right to the best that education can give as has the child in the cosy home of the city centre. This is the prime axiom of educational polity, and to carry the principle into operation is the sacred trust of the pioneer Inspector, whatever hardship it may entail. However remote the little pocket settlement may be from the wonted lines of travel, it must be sought out and provided for, regardless of personal convenience or comfort.

The areas he must cover are not, for him, measured by concessions or townships—not even by counties—but in divisions of the Province. For example, the territory allotted to the writer was Nipissing District and East Algoma to White River, a territory larger than all Old Ontario, measuring by continuous line throughout almost 700 miles in length, or farther than from Toronto to the City of Quebec. To start Monday morning at 5 a.m. for a week's travel of over 300 miles by

rail, and another 50 to 100 by road, either driving or afoot was the common experience, and frequently the night was occupied in making distance between isolated points to save time by day. Over 14,700 miles was the distance made in one year's travel in the bare work of inspection.

A bird's eye view of the evolution of the North will reveal in a comprehensive way the difficulties in the way of travel. In early days, when settlement constituted but a narrow fringe along the shore lines of the Great Lakes—a few scattered hamlets, fishing villages, lumber-mills depots or prospective mining or transporting centres, such as Parry Sound, Byng Inlet, Killarney, Manitowaning, Bruce Mines, The "Sault," Prince Arthur's Landing,—it was a one-man task covering a thousand miles of water travel. When the G.T.R. Northern, the C.P.R. western by the Sault and Fort William, and the C.N.R. from this latter point to Winnipeg struck through the wilds on the southern border, terminals and divisional points sprang up and settlements at intervening points induced by local farming, lumbering or mining. This called for increased man power, but travel followed still the lines of rail and water, and centres were fairly easy of access, though time was consumed in great distances to be covered. But when the Government Railway to the north and the National Transcontinental to the west disclosed

a wide area of farming lands hitherto unguessed, when the riches of the North sprang into the public eye and the lure of gold and silver led men far and wide in search of gain, settlement extended laterally from the lines of steel, distant points must be reached and difficulties and hardships of travel multiplied. Ten miles from rail-head, roads turned to narrow, tree-lined trails, threading their way through the rugged Laurentian, now climbing over the glaciated hillside, now dropping down the precipitous slope to the muskeg beyond, where a treacherous "corduroy" carried you over the bog to lose itself in the alders and shrubbery in the distance. Under concussion of the passing vehicle the mosses quake far and wide and threaten instant engulfment to the unwary traveller who misdirects his steps. Well is it the wayfarers are few, though it is lonely withal. The roadway may in spots accommodate two, the corduroy but one. Here you must learn the rules of the road or suffer. The "cadger," with his load of stuff for "The Depot," is likely to be your sole companion. Listen as he nears the head of the corduroy. You hear three clear calls of the well-versed voice float out upon the resonant air and re-echo through the silent forest. From far ahead the answering call comes twice given. Rightly they each interpret what seems a foreign tongue to you. Collisions midway in the corduroy are averted and so the traffic moves

on. But the innocent had better learn the rules of the road and avoid a scene with the husky driver whose passage he has inadvertently blocked. Then too in winter you must face unafraid "the whirl-dance of the blinding storm," and ply your genius to navigate "the fenceless drifts that once was road," or retire defeated and seek for the night the shelter of some neighbouring "shack," if one there be. You wonder whether the long winter be worse, when you doubt if you will ever see grey earth again, or the season when spring and autumn rains have turned what roads there are into continuous quagmires like Flanders fields of historic memory, and horse and rider at every footstep are in imminent danger of being engulfed. An incident in point is where a brother Inspector, who has held the highest honour in the gift of the Board of Education in our Capital City, tells of how, riding on one of our Northern roads in such weather, he became completely bogged. Being of lusty lung-power, however, he managed to attract the attention of the men of a distant lumber camp and their practical genius with tree-rail and shovel at length salvaged both man and horse. Again, if nothing human offers companionship, you have by day the whirring grouse or the vaulting rabbit, by night the peevish cry of the night-hawk or the wail of the prowling lynx. The tender fawn may spring nimbly across your pathway and innocently nibble

the toothsome foliage. To furnish a more stirring episode, black bruin may shuffle across your pathway with lumbering gait, and stand sniffing contempt at your insignificance, or a bulky moose will bar the way, stamping defiance at your claim to passage, while you estimate hurriedly the climbing possibilities of the neighbouring trees. Such rude amenities beguile the way of the Northern Inspector; little chance there is to pine from sheer monotony. In the newer settlements the wagon-road dwindles to a deer trail through the tall forest and many a time the writer lost his way on trails that branched and re-branched to suit the ubiquitous deer, but were an endless maze to the uninitiated. Thus does the life of the Northern Inspector differ from that of his Southern confrère. *His* not a choice between the comforts of a passenger coach or a drive behind a roadster or a spanking team. He is very much a pedestrian, a cultured tramp, a "musher" of the trails. But by water too he must fare as well as by land. His duties lead him far beyond the common bounds of civilization. In Cobalt days the prospector followed nature's highways, he paddled the lakes and streams, he portaged the intervening ground; in winter he snowshoed and skied and packed his way across the country, planted his stakes where there was promise; and about his discovery post there sprang up the budding mining camp which early called

for the Inspector's service. The latter then must follow in his predecessor's wake and use his arts and means, the snowshoes, the shoepack and the paddle, and mayhap the dog-train too for speed and comfort as he gets farther from the haunts of men. Such the contrasts between the routine life of the South and the varied and stirring life of the North.

But large areas to cover and hardships of travel were not the only difficulties that beset him. Formation of sections and nursing them into complete organization and self-dependence demanded the greatest care and the closest oversight. Unlike Boards in sections of long standing, these Boards of Trustees were quite unversed in business. Everything, in the last analysis, depended on the Inspector. There was no County Council to co-ordinate the Township system, to collect general rates, distribute legislative grants, etc. Even Township Councils were rare. There were three types of territory all of which were more or less fully under inspectoral charge, first, fully organized townships; second, unorganized townships, *i.e.*, with boundaries blazed through the forest or delimited by marking-posts but without municipal government; and lastly, wholly unsurveyed territory where possibly no human foot had trod save, perchance, that of the Indian nomad or the cruiser spying out the land for marketable timber. The

last named is in progress of evolution through the second to the first, and requires unremitting care to ensure constant efficiency in the process. The Statutes empower the Municipal corporation, where one exists, to initiate organization for school purposes. The provision reads thus, "The Municipal Council *shall* subdivide the township into school sections so that every part of the township shall be included in some section."\* Where a Township is but partially settled, the needs only of the existing settlements are met, and as changes are made, the Inspector's experience is called into requisition.

For the other two classes of territory, the Inspector is wholly responsible from initiation of school interests to independent operation. "The Inspector may form an unorganized township or part of an unorganized township or parts of two or more adjoining unorganized townships into a school section. The section shall not in length or breadth exceed five miles and subject to this restriction, the boundaries may be altered by the Inspector from time to time. A school section shall not be formed or altered save on the petition of five heads of families resident in the territory affected, etc."† So reads the law.

A similar provision is made for sections in un-

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\*See Public Schools Act, Sec. 48 (1).

†See Public Schools Act, Sec. 32 (1), (2), (13).

surveyed territory but with fewer restrictions.\* It may be questioned why this provision is required as settlement will not surely outstrip survey. Doubtless the authorities exercise care to avoid the anomaly. But occasionally they fail. For civilization has a peculiar habit of suddenly thrusting out her tentacles here and there into untraversed wilds. It was thus in the Northland. Perchance it was the timbered wealth that caught the eye of the capitalist, and he proceeded to exploit his "berth," taking advantage of some convenient water-power to convert the raw material into merchantable form. Or it may have been a prospector who has made good, and a mining camp sprang up in some unexpected quarter, or yet again some colonist more daring than his fellows may lead the way up some unknown water-course to a desirable location and plant the nucleus of a farming colony; or more rarely a trading post of some enterprising company, of which the Hudson's Bay is the type par excellence, may be established. Of the last named Moose Factory is a sample, with its twenty school children, the most northerly school in the Nipissing Inspectorate, 150 miles beyond the remotest point to which settlement had extended. Gowganda and Temagami again are types, the one a mining camp, the other a tourist resort in the heart of our great forest reserves and therefore in territory wholly unsurveyed.

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\*See Public Schools Act, Sec. 38.

The delimitation of a school section in such cases furnishes some unique features. Since there are no surveyed lines to "tie to," you must start from some prominent physical feature and define the lines by shore-lines of lakes, by water-courses, mountains, etc. The formation of Temagami School Section is a case in point:—

"Form the point three miles (more or less) North of Temagami Station where the T.&N.O. Railway crosses Net Lake, the boundary line shall run due west till it meets Cedar Lake. It shall then follow the east shore in a general south-west direction till it reaches extreme south end of the lake when it shall follow a direct line to head of Vermilion Lake. From this point it shall run directly South 3 (three) miles, then directly east  $4\frac{1}{2}$  (four and a half) miles and from this point directly North till it meets Net Lake whose southerly shore it shall follow in a general north-west direction till it reaches point of departure."

Further since the newer townships were but six miles square, it is evident that each could contain within itself but one three-to-five-miles-square section; all others must be union sections comprised of parts of two, sometimes three, and, at times, four, separate Townships. In organization, or readjustment of boundaries, not only territorial interests were involved but also financial. The whole machinery of the Union Schools Act and Arbitra-

tion Acts must be brought into requisition. Here tactical skill, legal knowledge and judicial power were in demand on the part of the Inspector who was *ex-officio* member of the Board of Arbitration, and who was often the real arbiter among conflicting claimants. Such a condition was not infrequent in a rapidly expanding territory, contrasting decidedly in this respect with the fixed and more or less static conditions of the settled counties.

In canvassing the difficulties that confront the Northern Inspector we must give prominence to Assessment and Collection of Taxes. Since the whole fabric rests fundamentally on the finances of the section, success in administering these is the key to efficiency. They must be placed upon a sound and smooth working basis. In many cases, from extreme sparsity of settlement, the Inspector forms a one-man Court of Revision.\* In the case of unorganized territory, he names the Court, and in all cases he is practically, if not legally, the final Court of Appeal or reference.

The larger portion of the lands of the North are still vested in the Crown. On certain prescribed conditions they may be acquired for lumbering, mining or farming purposes. In the ordinary school section there may therefore be (1) fully patented lots, *i.e.*, lots upon which all conditions of ownership have been met and owner holds deed in

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\*See Public Schools Act 1909, Sec. 33 (3).

his own name and right; (2) homestead lots belonging to *bona-fide* settlers resident on the land but whose settlement duties are not yet completed; (3) unlocated lots, that is, lands still entirely in possession of the Crown; (4) Veteran claims, that is, lands allotted to returned soldiers, usually untenanted and exempt from taxation; (5) lots held by absentee owners, mainly for speculative purposes, on which the minimum work is done, chiefly by proxy, to hold them. It is evident that in the case of (3) and (4) above no inconsiderable portion is practically valueless for revenue purposes; (5) offer endless difficulties in locating owners and often in compelling payment where they are scattered far and wide over the country. The lots, moreover, are held mainly to exploit the timber and pulpwood resources and to share in the enhanced value, which the labour or the outlay of the owners has done nothing to produce. They contend for a minimum assessment on them as unimproved lands, while ambitious to share fully in the natural advance due to the enterprise and labour of those about them. It was therefore usually advised to assess them on a par with others for their due proportion of the cost of maintenance of schools and municipal facilities and thus discourage speculation, and, incidentally, promote progress. (1) and (2) are all that can be relied on for assessment. But many lots are held by persons

without families, who are therefore indifferent to school needs, a large number of whom feel that taxes without proportionate benefit are an unfair imposition. Many other owners are willing to pay taxes but are in straitened circumstances. The law allows of collection by distraint, but in few cases are there chattels to distraint over and above the minimum exempt by law. It is evident the burden will fall upon the few able and willing, and let me say they usually bear the undue burden bravely and uncomplainingly. In some cases, new sections have but a half dozen or fewer families located. Here the burden is almost intolerable. Generous public aid is called for and has usually been given.\*

A further and most perplexing difficulty was interjected with the building of the Temiskaming and Northern Ontario or Ontario Government Railway. Built as an experiment in government ownership, it introduced unanticipated and disturbing factors into the school situation. In virtue of the fact that the right of way and plant of the railway were in the possession of the Crown, they were non-assessable under the Constitution. But a further complication arose when the Commission under whose control it was, embarked upon the Townsite scheme. At certain promising points they set apart fixed areas for townsites and undertook surveys and sale of lands by public auction or

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\*See Chapters X and XI.

private purchase. All unsold lands remaining in possession of the Crown, or lands which afterwards reverted, were non-assessable. No revenues were available from railway employees resident thereon, or on the right-of-way or on lands reserved for siding or plant purposes, even though these persons had children attending school. The building and maintenance must fall entirely upon other *bona-fide* buyers and residents. Such centres were Temagami, Cobalt, Englehart, Matheson, Elk Lake and Gowganda, the latter two not then on the railway line. Here were two essential principles of economic polity at variance, viz., "Properties participating in public benefits shall be liable for their due proportion of cost" and, "Lands vested in the Crown are immune from taxation." Here was a problem of far-reaching import to tax the skill of all,—Government, Boards and Inspector. Definite survey and planning of townsites is practicable and, indeed, most desirable, as it proved in many cases. When a field is, however, pre-empted by any power, it would seem that a due proportion of the monies accruing from disposal of property at speculative figures to prospective citizens should revert to the support of those public utilities that by such action were brought into being and in the use of which the wards or employees of such organization continue to share. Its solution, not only as an academic, but as a practical question, was

urgent. Suffice it to say that the principle of exemption of Crown property is rooted deeply in the bed-mould of the British constitution, and nothing but radical treatment could meet the situation. Any change was *ultra vires* of both Provincial and Federal powers. A provisional remedy was found in appeal to the Department of Education to make good the equivalent in legislative grants. Although not specifically their obligation, they met the situation generously in all cases of special need.

Again, the population of the North is not homogeneous. In large centres of the South the foreign-speaking element is merged in the mass. The children mingle more or less freely with the native-born and acquire, rather than are taught, the language, social habits and customs of their fellows. Not so in the North. We have our foreign citizens usually domiciled together, they settle in colonies—Finn, Danish, Scandinavian, Russian Jew, etc. Frequently there were not a sufficient number of naturalized subjects to form a self-governing unit in the matter of school interests, at times, indeed not sufficient to form a Board of Trustees. In such cases the place of the Board must be taken by the Inspector. The entire work from the selection of a site and building of the school to putting it into and keeping it in efficient operation devolved upon him. Meantime every effort was put forth to encourage naturalization, to place the schools on the

usual democratic working basis of self-government and gradually inculcate British methods and ideals and familiarize the residents with British institutions.

The following is a case in point. It was a foreign settlement in the heart of the spruce woods. Here the Blanche River made its devious way down to the head waters of Lake Temiskaming. Up this stream the colonists had canoed in early days or, mayhap, had trekked in by deer trails and located miles from any centre of population, where the lands seemed promising. They were of two diverse races German and Jew, sworn enemies in the old land and their antipathy had carried to the new. Spying out the land to locate a child in need I learned of this remote colony. Taking a railway "speeder" I "pumped and pedalled" up an eight mile grade to the nearest point by rail on the new-laid tracks of the T. & N. O. Striking into the woods by trails which branched and re-branched, I found myself lost and, finally benighted, was forced to spend the dark hours till dawn in a lonely "shack" which good fortune rather than good guidance chanced to put in my way. Next day I located the settlement. Eager for school they were but wholly unversed in business or in the ways of the land of their adoption. Further, practically none were naturalized. Machinery was put in motion to secure this end.

But meantime no Board of Trustees was possible and the Inspector must protect the children and anticipate the slow process of law regardless of statutes or regulations. The test came when German set up against Jew and vice versa to secure a school site convenient for himself. A central site was chosen, lumber was secured, franked up the railway (for the T. & N. O. R. Commission were always ready to help), and freighted in by a gravel-pit spur to nearest point to the site. The Jews had agreed to "sloop" it in. But a rival German on whose land the lumber happened to be placed, in name and nature like Oom Paul of Boer war days, seated himself (so the story goes) on a lumber pile with a double-barrelled shot gun and defied all comers for a day and a night. There was nothing left but for the inspector to step in. I found him at his anvil in the gravel pit. I remonstrated, cajoled, commanded but to no purpose as the sparks flew hotter at every blow. Finally on a second trip partly by threat partly by promise of an early adjustment as population increased, he was purchased to keep the peace. A carpenter was hired and the inspector was forced to play the part of architect, contractor, overseer, time-keeper, purchaser and paymaster and the Department of Education generously footed the bill.

To complicate conditions that were puzzling enough as it was, Cobalt thrust itself into the arena

with its endless train of problems. Things were no sooner partially adjusted there than miniature Cobalts sprang up far and wide. Into the wildest and most unlikely regions men thronged as new discoveries were made, Schools must be built. But there was nothing assessable. The existing Assessment Act would not cover the situation, for Ontario had not hitherto been a mining Province. Population advanced by leaps and bounds. The schools of to-day in the mining camp would not accommodate the numbers of to-morrow. Rural districts, too, caught the stimulus and miles of area had to be supplied with schools. Excitement ran high. Men were too busy searching for hidden wealth, staking, trenching, contesting claims, buying, selling, and watching the curb, to trouble about the child. What was a school site to a mining claim, a school building to a reduction plant, a school trustee to a manager of a mine or better still the owner of one that was the talk of the camp! Such was the inner history of Cobalt. But the work must be done. The Inspector and a few faithfuls fell to, ranged through the tall spruce and squatted on the site they chose, held the site against all threats, for the claimants were numberless, built the school and set the scholastic machinery moving. Numbers multiplied and spread. They annexed, rebuilt, subdivided the section, extended, erected new schools, until, finally, in the former tree-cov-

ered wilderness of five square miles, were scattered nine schools with nineteen departments. Then the lodestone shifted from Cobalt with startling suddenness to Larder City and the rush began in a day. South Lorrain, next, then Elk Lake and Gowganda in close succession. The real gold boom followed, and Golden City, South Porcupine, Timmins, Schumacker, Dome Mines, Swastika swung into ken each in its way a replica of the pioneer centre of Cobalt, but each with problems peculiarly its own. To keep so complicated a system running called for vigilance, energy, resource. No routine methods would suffice. To travel 250 miles per week by rail, to drive another fifty or to tramp or canoe by land-trail or water-route through unbroken solitudes, at intervals to toboggan behind the jogging dog-train, to camp where the trail ends and bunk where bunks may be had in road-house "shack" or hotel (save the mark) in the mushroom camps packed nightly with prospectors, miners, fortune-hunters, birds of passage of every shade and type; or it may be to stretch yourself wrapped in grey blanket on the floor or on the savoury boughs of the balsam in a tent pitched along the shore line of some unnamed lake, to reach home only to labour through a bunch of fifty or sixty letters per week and be your own typist or amanuensis, to strain every nerve to reach the road again and, incidentally, to delimit, organ-

ize and put in operation on legal lines forty new sections throughout the year, while you keep up the routine work of one hundred and twenty old sections,—such is the manner in which the Northern Inspector leads the “simple life.”

But this is written in no carping or captious spirit, which would far from befit the optimism that pervades the North.

After all, life, has its compensations, and if toil and hardship hang heavy in the scale to-day, to-morrow is certain to restore the balance, and much beyond. The shadow of life is far outranged by its sunshine, and it is one of these compensations that the author felt under necessity to depict in the following poem, when, in the forest depths in an early morning, he drank in the scenes in nature’s great silent moving drama, where she, not usually sparing but here peculiarly prodigal of her beauties in field and forest and sky, proclaimed her artistic power under conditions, both human and physical, that were strangely fitting.

## ON THE SUNRISE TRAIL

This rare scene was witnessed, stage by stage, in the pervading silence of the Northern woods on a morning late in October. Part was written on that memorable morning of November the eleventh, when the long pent-up hopes of humanity first found realization, but, from long inurement, could scarce trust themselves to more than breathe the word "Peace."

I stood by the wayside at dawning of day,  
In the calm of the morning's wan light,  
The dun-coloured foliage of dim wooded aisles,  
Still robed in the vestments of night.

All silent the radiance stole over the east,  
The Morning-star twinkled on high,  
As, charmed by the freshening glow that was shed,  
I stood 'neath the opal sky.

The cloud-films were pale pink, soft purple and pearl,  
With patines of blue between,  
And the tree-tops were tipped with the heaven-born light  
As the darkling woods waked from their dream.

Legend says that to opals new lustre is given  
By the warmth of the hand they adorn,  
So the pale pink grew livid, pearl to silver did turn,  
As the heart warmed to greet the new morn.

And the angel forget-me-nots, glist'ning on high,  
And the dainty blue flower at my feet,  
Told their message, the one from cloud-covert above,  
And one from its leafy retreat.

The mantling beauty of bracken and bush,  
And trees in gold, russet, and red,  
Was matched by the marvellous glory outpoured  
In the canopied skies overhead.

I fancied I dwelt in some fair mystic land,  
As enchanted I paused by the way;  
I wandered back æons and æons ago  
To the dawn of the world's first birthday.

It seemed as though God had but finished his work,  
And life was an Eden again,  
Where mutual love and immutable faith  
Were unmarred by the envies of men.

And skies bathed in new light, crystal dew, fragrant flowers,  
Woodland incense, wafted abroad,  
The twitter of birds and the gurgle of rills  
Were Nature's soft pæan to God.

The vision was changed; a vast cathedral it was,  
The dim nave wrapped in shadows of night,  
But the dome richly frescoed, bespangled with stars,  
And the chancel all flooded with light.

And now far-borne voices, on still morning air,  
The heavenly corridors filled,  
'Twas the dawn-angels hymning the new evangel,  
"Peace on earth and to all men good-will."

Man's heart caught the message, adown the dim aisles  
He matins and morning-song raised;  
Soft and silent to heaven the incense arose  
Of prayer intermingled with praise.

And the white-robed choristers caught up the strain,  
From the chancel the harmony poured;  
And far-heard earth-voices flung back the refrain,  
"Allelujah, all praise to the Lord."

Now backward, far backward the recession rolled,  
 Till earth-song and heaven-song blend,  
 Faint and sweet the last dying echoes I caught,  
 "Thine the glory, world without end."

My bowed form I raised; the east was aflame,  
 In the dazzle the day-star grew wan,  
 Shafts of light pierced the curtain of cloudlets, low-hung,  
 'Twas the bright-pinioned herald of dawn.

The crimson-barred gateway was thrown open wide,  
 At a blast from her silver-tongued horn,  
 O'er the hill-tops came coursing the fiery car  
 Of the rose-fingered Goddess of Morn.

As silently upward the chariot took flight,  
 By her fleet, foam-white chargers upborne,  
 The woods flung out tresses of amber, alight  
 From her gold-crownéd, rose-footed form.

Life fairy breath drifted, the meadow-wraith lifted,  
 From Aeolian realms sprang a breeze,  
 Forget-me-nots nodded, the alders responded,  
 The wind-harp awoke in the trees.

The blue-bird broke cover, down the marsh skimmed a  
 plover,  
 The sun kissed the mist-laden stream,  
 In the distance a bell tolled, farm echoes came o'er the wold,  
 The world had awaked from its dream.

J. B. MACDOUGALL.

## CHAPTER VII.

### WIDENING THE SCHOOL PLANT

THE problem of democracy, so far as education is concerned, is to provide opportunity for every citizen to secure that minimum which is essential to intelligent, self-dependent and progressive citizenship. In other words, and more concretely, it is to remove the inequalities and disabilities due to geographical conditions, sparsity of settlement, diversity of race, creed, and language and social conditions generally, and place the child so situated on an equal footing with the child more happily circumstanced. Probably no country possesses these problems in more pronounced form than Canada. Here the outstanding problem is the welding of our heterogeneous population into a single, loyal, law-abiding industrious and peace-loving people. The older stock has come from all quarters of the globe with its traditions of race religion and government, each element with its own peculiar temperament, its predilections regarding people of other types and its natural antipathies towards them. Perchance the seed-germs of enmities of long standing among Continental races may still be vital, or opposition to a political or social system in the land of origin may

carry as a prejudice to any system in the land of adoption. What alchemy will transmute these diverse elements into a whole homogeneous with the home-born population of the country? This is a vital question.

Upon what agencies can we depend? Primarily upon natural absorption through daily contact with our own citizenship in the ordinary social and industrial life of the community. But experience has proven that with grouping in colonies in rural parts and "herding" in the larger centres but a very limited amount of fusion takes place. Located thus, they enjoy to a large extent the amenities of the land from which they are sprung, they preserve their own social structure, they perpetuate their own language and national customs, which find expression in various organizations, institutions, clubs, etc. Thus they remain largely an isolated and unassimilated element in the social *milieu*. It was the recognition of this fact, and the revelation of the rise of secret organizations, often anarchial in their nature and threatening to undermine the security of the nation and the safety of free democracy, that stirred our neighbours to the south into feverish activity. They are now systematically and vigorously grappling with the problem. And whatever incentives we and they have had before, they are appealing or should now appeal with redoubled force in the high light that is cast about

us from the battlefields of Europe.\* When we search about us in the ranks of our citizenship for honest adherence to the cause of honour, the, at best, veiled disloyalty of the unassimilated foreign element is only a degree more startling than the open detachment and indifference among our own. Truly the natural forces seem altogether inadequate. It requires some intelligent, well-directed and systematic effort to cope with the situation, and in our dilemma we turn hopefully to the only organized force available—the machinery of education.

The school is well termed the melting-pot of the races. But the question arises, if the above facts be true, how far has its influence reached and how far can it be expected to reach in its traditional form? In order to secure a clear perspective of conditions to be met let us arrange our population as follows:—

- (1) Native-born of English-speaking parentage.
- (2) Foreign-born of English-speaking parentage.
- (3) Native-born of non-English-speaking parentage.
- (4) Foreign-born of non-English parentage.
  - (a) Under fourteen years of age.
  - (b) Over fourteen years of age.

We reserve classes Numbers 1 and 2 for later

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\*Written in the time of the Great War, 1918.

reference. They should, of course, be well taken care of by our ordinary school system and other social forces. We are slowly evolving a system or rather adapting the existing system to meet the needs of the second. It is the third class which the traditional system does not normally touch with which we would here specially deal. If there is any land which has reason to dread the undue multiplication of such a class out of sympathy with British ideals, with all its train of dependent evils and dangers, it is Canada. We have a comparatively small nucleus of citizens of Canadian or British-born parentage, familiar with and appreciative of, those principles for which our British connection stands. These must furnish the solvent for the social, civic and national anomalies of the remaining wholly, or partly, unnaturalized groups. Our southern neighbours were trusting to their seventy odd millions to absorb the annual immigration. But when facts were produced through the work of skilled investigators, the nation was rudely shaken out of its complacency. Between the years 1890 and 1910 a total immigration had taken place of 9,555,673, of whom 8,549,741, or 89.5 per cent. were foreign born whites from non-English speaking countries. Of this number 8,398,624 were over fourteen years of age, or 87.9 per cent. Hence only 1.6 per cent. could possibly be reached by the existing educational machinery of the national

school system. What was more alarming still was the fact that a total of 2,238,801 were altogether unable to read or write even their own language.\* Moreover while there was a decrease in ten years of 378,081 among the home-born illiterates, there was an actual increase in the same period of 363,384 in foreign-born illiterates. Thus it was clear that while educational forces were coping with fair success with the former they were hopelessly inadequate to meet the latter.† Experts were immediately set to canvass the situation for a remedy. Two solutions offered, for the child immigrants:—

(1) To institute a more rigorous enforcement of the compulsory laws.

(2) To establish special preliminary classes for such children to ensure efficiency in English prior to entry into the ordinary grades of the national schools.

The results have been gratifying. But the larger problem still remained if immigration were to maintain the same ratio. Experts emphasized the necessity of caring as effectively as possible for the adult immigrant if the political and social structure was not to be endangered. Superintendent Findlay, at a recent meeting of the State supervisors of New York, after commenting favourably

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\*See Encyclopedia of Education, p. 391-2.

†U.S. Commissioner's Report on Education 1911, Vol. II., p. 18.

on the reduction of child illiteracy by 35 per cent. in ten years, remarked, that, sad to say, the gain was more than nullified by the increase in adult illiteracy. "Should not the State now seriously and vigorously undertake to reduce adult illiteracy as it has with such success reduced child illiteracy"?\* Commissioner Claxton also adds, "It is not alone the question of school education of children; the millions of children older than the upper limit of compulsory attendance must be looked after; they must be prepared for American citizenship and for participation in our democratic industrial, social and religious life. The proper education of these people is a duty which the nation owes to itself and to them. It can neglect this duty only to their hurt and at its peril." As a direct result of such advocacy new machinery was instituted in the form of Evening Classes. These were established, sometimes by private beneficence, more frequently by State action, as in the case of Massachusetts and New York where their establishment was made compulsory for all communities over 10,000 and 2,500 population, respectively. Wherever foreigners are grouped industrially in numbers these schools are now being established, in rural parts, in the mines, forests, and in agricultural centres such as hop, tobacco, sugar and cotton plantations, as well as in the large centres of population.

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\*See Educational Foundations, December 1914, p. 222.

Is the problem largely different in Canada? In the wide, open spaces of this great land, with its seven million people in an area as large as that of the seventy million of the United States, the presence of the foreign illiterate may not be felt. But just for this reason he remains all the more securely entrenched. Neither school nor social forces play upon him so effectively as where the population is more dense, more freely mixed and constructive influences are in closer contact with him. The foreign-born population of Canada bears about the same ratio to the total as in the United States, but segregation is even greater, especially in the rural parts, and here he is slowly reproducing Continental conditions in miniature. But it is Ontario that herein concerns us most intimately. When we come to it we are met by startling facts. She has the largest proportionate non-English-speaking population and at the same time by far the fewest naturalized citizens. While the percentage of naturalized subjects in all other Provinces, save British Columbia, where there is an excess of eastern immigrants, ranges from 34.10 to 62.73 of the total population, Ontario's percentage is but 28.40. That is, by far the largest portion of our foreign-born population remain alien, or to be exact, 71.60 per cent.\* This fact was impressed on the writer in a most striking manner and in a con-

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\*See Canada Year Book 1915, p. 82.

crete way, when in some districts not sufficient naturalized subjects could be found to form a Board of three Trustees. In some cases indeed, in the absence of qualified electors, those who were eligible for office must elect themselves. While compulsory laws serve to catch the foreign child in a promiscuous way, no definite scheme is yet devised to reach the adult foreign-born, urgent though it be. It was this fact that led the writer to canvass ways and means in an issue so vital.

New Ontario has the problem in its own peculiar form. Let us picture the immigrant from his leave-taking in his own remote homeland till he reaches us. He steps aboard ship with the roseate picture, fresh in his mind, planted by some ardent immigration agent, of a land of plenty and of comfort, where all are welcome and where what you may call liberty is his, though the name spells little as yet to him. He casts his last backward look of mingled regret and hope, then down the tortuous companionway he goes to the steerage quarters, low, stuffy, crowded, odourous, to herd with those of like ilk; the voyage lengthens, his feelings fluctuate 'twixt hope and dread, but hope prevails as he sights the new land of promise, and with it comes a firm resolve to make the most of opportunity. Within view of port the vessel heaves to and he finds himself in the grip of the quarantine officer. Escaping detention he is next passed to the immigration

officer who, with captious air, quizzes him while records of whence and whither and why and how much means, are diligently extracted from him. No sooner released than he comes under the not too-tender scrutiny of the customs and at length discharged, he steps out on the free soil of Canada. But ere he knows it, the ubiquitous employment agent captures him; and *for a price*, he is guaranteed a position of doubtful worth in woods or in mine or in railway camp. He is a stranger to the type of labour as well to the currency in which he is to be paid. He is hived, with others of his like, in a railway coach that spells anything but comfort for many a weary mile, as he speeds night and day to his unknown goal. Here we find him finally a denizen of the forest, an underground toiler in the mine or a navvy in a construction camp under a "boss" none too congenial. Of one thing he is assured,—the last hour of toil the last ounce of strength and unremitting obedience are his new master's due, and in return, the least pittance the law will allow. Can you wonder that he eyes his superiors with the suspicion of a trapped animal; he herds and hoards, he takes no interest in his surroundings, he eschews all connection with the life about him, he puts faith in none but his own, he takes a trusty with him to the store, one buys for both or for the group and they make change among them lest they be cheated. To-day he is doubly

cautious in time of war; he carries his roll of money with him, lest the bank as the tool of a robber government, (for thus he views it by harsh experience in other lands), may deprive him of his hard-earned wage to help fight a foreign power. He has not yet learned the lesson of British justice and fair play to the meanest as well as wealthiest in the land, to wit that his rights are as inalienable as the best of British blood. Conscript to custom and slave to ignorance he displays a doltish indifference to the spirit and institutions of the land of his adoption. Increasing numbers are a menace to the security and solidarity of the nation. Only when passions are strongly stirred, in times of political and industrial crisis is the menace felt, but we do well to take measures betimes to obviate the danger and create a strong, reliable, homogeneous citizenship.

The three first-mentioned classes are likewise to be cared for; they too have failed, in some way, in considerable numbers, to obtain the minimum education essential to intelligent citizenship. We have been depending on the regular system, buttressed as it is by compulsory safeguards, to protect us from excess of illiterates among these. But a careful canvass of data reveals the fact that it is not altogether adequate. They may be so freely distributed as to fail to be conspicuous. But the percentage is far from negligible. Draw the dragnet

as closely as you will, many of educable age slip through the meshes to augment the numbers of illiterate. In the North, where they congregate in great industrial plants, mines, forests, etc., they are especially noticeable. What measures shall we adopt, then, to reduce these classes to the desirable minimum? A tentative effort was made, and proved effective to a degree, indicating the possibility and wisdom of extension in some modified form. The method is outlined as follows:—

*Evolution of the "Camp" School.*

"It is no exaggeration to state that 30 per cent. of the navvies, woodsmen and miners of Canada can neither read nor write; 50 per cent. do not know the multiplication table, and 75 per cent. cannot make out their time or tell whether they receive justice at the hands of their employers."\* This is a startling commetary on the condition of the men who are extending the frontiers of civilization and providing the raw material upon which the economic strength of the country largely depends. These classes are indigenous to the North, and as such should be its peculiar care.

The life of the Northern Inspector is in many respects unique. The days of the Cobalt and Porcupine booms and the rapid railway extension of

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\*See Fifth Annual Report—The Canadian Reading Camp Association, p. 2.

these times furnished a variety of problems, each requiring special treatment. None were more difficult of solution than the supply of school facilities to the growing mining camp. No need to depend upon the prospector or the miner to initiate action. He is wholly preoccupied in the race for wealth. The Inspector, wide-awake to the interests of the work and solicitous of the welfare of the human child, dare not await the slow process of events. He cannot depend upon the voluntary "PETITION OF FIVE HEADS OF FAMILIES" which would call him into action. He must keep his eye alert for developments in most unexpected places. Some day a rift in the Huronian far from the haunts of men may disclose long-sought treasure. Then the rush begins, the trails are crowded, and ere you know it a mushroom camp has sprung from nothing. At any time a peripatetic vendor of wares may pitch his tent. His family, accustomed to roughing it, arrives, and here you have the nucleus of the school population. However small the number, they have their rights and must be served. But how? There is little call for a regularly constituted school, there is no property above soil in this wilderness of mountain and forest to bear the burden, and what wealth is below none can estimate. And again, in the last analysis, the camp may not make good. The situation, therefore, requires careful handling.

It was here the writer was compelled to work out some feasible scheme to answer the immediate need, and yet provide against future exigencies that could not be foreseen. Two possibilities offered, (1) to co-operate with existing agencies prosecuting work on allied lines in these remote corners of creation—the Reading Camp Association, and the various missionary enterprises—both of which were spying out fresh fields upon the frontiers, or (2) to launch out independently of both on the regular school lines. To do the latter was to double the necessary expenditure to no purpose and to make precarious investment, as well, on a speculative venture. The same simple plant, and the same physical and staff equipment would serve both children and adults if the former scheme were adopted and there would be little difficulty in co-ordinating the work.

Here let me pay a deserved tribute to the foresight and ability of the promoter and organizer of Reading Camp Work, Rev. A. Fitzpatrick, B.A., in a field of effort heretofore untouched entirely unorganized and requiring force, executive power and self-denial of no common order. The undertaking was to furnish instruction and attractive and educative reading matter to isolated groups of workmen on the frontiers who had no facilities for self-improvement or for spending their few leisure hours with profit. The reception it has met both

among employers and employees has been ample proof of the need, and its efficiency has given it recognition throughout the Dominion.

Three different groups were reached—the Lumber Camp, the Mining Camp and the Construction Camp. The two former are self-explaining. The last-named comprised the several Right-of-Way and Steel-laying gangs of men engaged on the three growing railway systems—The National Transcontinental, the Temiskaming and Northern and the Canadian Northern. The Mining and Construction Camp Schools lent themselves readily to co-ordination with the day school and were seized upon as a natural solution for the situation.

The accommodation was of a most primitive kind. Sometimes an unused camp-building might be available, but in the early stages there is rarely a surplus of these. At times, it was a box-car shunted to a temporary siding at the end of steel or at some wayside gravel-pit. The latter is the usual shelter at a Construction camp, for the school must shift with the camp, and be literally a "school on wheels." Usually it is a tent, and it harmonizes well with the mushroom growth of tents and "shacks" about it. Securely poled and staked it forms a safe and comfortable shelter against wind and weather.

The interior equipment is of the same simple type—home-made benches hewn from the native

spruce, and with the skill only such axe-men can muster, a table of similar material and make, about which the children and adult learners gather when they wish to write, etc., a hylo-plate blackboard hung on a home-made easel or attached to the main centre-pole, a stand of books supplied from the Travelling Library branch of the Department of Education, and smaller equipment as school text books, maps, brushes, chalk, etc. Usually a camp-bed, a mirror, a block of wood topped with a granite wash-pan and a cake of soap, some dishes and a trunk completed the general outfit, for the tent was a thing of many-sided uses,—a dormitory, dining-room, kitchen, library and reading-room, school-room, church and Sunday school-room, concert and lecture hall, and a bureau of information and exchange office for the news of the camp. No need for minimum playground regulations here, for outside the tent-flap the forested hills for leagues around were yours without the asking.

But what were we to do in our Arctic winters? Strange as it may seem, often occupy the same tent. But now the floor supplied by Mother Earth gave place to a raised floor of spruce, the hewn side uppermost. A wall of logs some two or three feet high was built about, and on this a double tent, securely picketed, was placed, the whole surrounded by a liberal embankment of snow. With a blazing camp stove within, we could defy the

howling winds and biting frosts without. At times willing hands fell to, and soon the log "shack," well chinked with clay or moss, furnished a more substantial shelter. But in any case, where there was need, the work was never intermitted and in the long-drawn winter evenings the homeless miner sought the hospitable shelter of the Reading Tent,



THE INSUFFERABLE "CORDUROY."

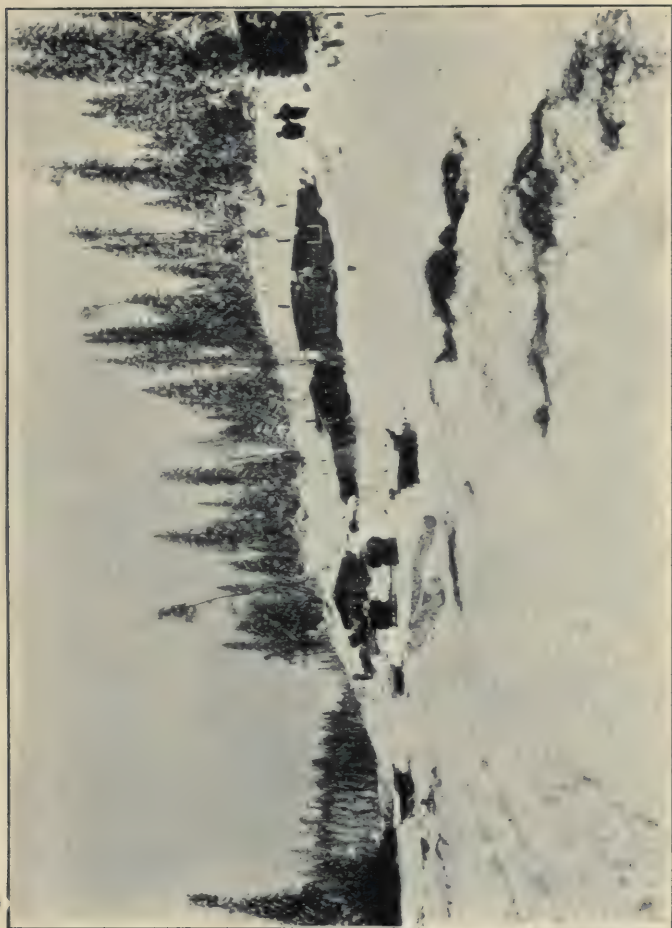
where he could profitably while away the time in class or in the leisurely company of his fellows with wholesome papers, magazines and books.

But who directed the work? Usually men of larger culture and experience, if less versed in technical method than our carefully schooled and certificated teachers. Instructors, they were called,



THE "GOWGANDA TRAIL," 1908.  
Over which the Inspector tramped.

for their tasks were broader and more practical than those of the ordinary teacher. They were as



A TYPICAL "HALF-WAY."

Where the Inspector lunched and lodged on the Trail.

a rule graduates or undergraduates of our Universities, induced to go by the novelty of the



MAIN STREET, GOWGANDA, 1908.

experience, a certain missionary instinct, a desire to learn to mix with men and, incidentally, to replenish their failing purses for the coming session. For they joined forces and rubbed shoulders with the ordinary workmen, bucking, beaver-ing, cooking, surfacing, track-laying, drilling, etc., as time and circumstances allowed and augmenting



"THE WINDSOR."

Social Centre of Gowganda, where Inspector registered.

their slender salaries thereby. Some identified themselves with the work for years, so attractive and helpful did they find it. Some to-day hold distinguished positions, and to your question they will answer that the human touch, the contact with life's realities, the mixing with men of all grades on equal terms in common toil has done more for them than book-culture alone could ever do.

“Not soul helps flesh more now  
Than flesh helps soul.”\*

The special form of organization was dictated by the numbers of children and the variety of the adult classes. Sometimes a half day, sometimes a whole was devoted to the former. Between day “shifts” men were taught in groups, or in the even-



TENT SCHOOL, GIROUX LAKE (NEAR COBALT), 1904.  
Night and Day School.

ing as the peculiar conditions of the camp required. To those proficient enough in English, a substratum of Reading, Writing, practical Arithmetic, Spelling, etc., was given together with History, Geography, Hygiene and practical talks on Current Events, Mechanics, Metallurgy, Forestry,

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\*Rabbi Ben Ezra.

etc. Many learnt to compute wages, to keep simple account books, write letters and made such a start in reading English that they could continue the work unaided. It was gratifying to note the avidity with which they applied themselves. All training was closely identified with their immediate needs and occupations, and such as was



READING CAR AND DAY AND NIGHT SCHOOL.  
At McDougall Chutes (Matheson), 1905.

designed to inform them on the history and geography of the Empire, government, the franchise, land holding, etc., and to impart a sympathy for British ideals and institutions. Foreigners, little accustomed to such treatment, reciprocated with kindlier feelings to the country of their adoption,



McDOUGALL CHUTES (MATHESON), IN 1905.  
A Typical pioneer village.

and the foundations were laid of a strong and intelligent bond of citizenship.

The work was financed partly by voluntary contributions, partly by grants from the Department of Education. In recognition of the work the support from the latter source has steadily risen, till it is now \$2,000 per annum. All educational equipment was likewise supplied by them free.

When the camp developed a measure of permanence, the day school for children was gradually merged into the regular school in the fully organized section. The adult work remained in the form of Night Schools. Such in the main was the history of such points as Elk Lake, Gowganda, Giroux Lake, Cobalt, Matheson (McDougall's Chutes), Golden City, South Porcupine, Dome Lake, Timmins, Larder Lake, Swastika, Driftwood (Monteith), Wataybeag, Boston Pit (Dane), Abitibi Crossing, Frederick House (Connaught), and various other points along the National Transcontinental. Many of these evolved into permanent camps, and some into large and thriving centres of industry.

The Camp School was a unique possession of the North, a natural outgrowth of conditions that history rarely repeats. It served to reveal the possibility of the extension of our traditional system into fields of effort hitherto largely unthought of, and untouched in any form. It looks to the conserva-

tion of our large foreign population for sound, loyal and respected citizenship in areas where they happen to be hived, supplying the chance for a completed education to those of our own population who, through early indifference or stern necessity, had missed the opportunity, or giving the toiler, be he navvy, mechanic, woodsman or miner, some added culture and, as well, an intelligent insight into the craft in which he is engaged. Thus does the educational system vindicate itself by penetrating into the remotest corners of the land, and making accessible and real there, as in the higher spheres of life, the benefits of culture to the largest degree possible.

## CHAPTER VIII.

### THE CONSOLIDATED SCHOOL

THE Rural School Problem has to-day asserted itself as a vital issue. The town or city school, under the rapid and, even revolutionary, changes in industrial and social life in the last half century, has made radical changes by way of adapting itself thereto. It has been more intimately in touch with evolving life and has more readily responded. But the rural school, like the rural community, remained largely untouched. The more stable, because more self-contained, condition of country life rendered it less susceptible to influence. But the spirit slowly diffused, and human nature being cast in much the same mould, whether in town or country, felt the impulse of the larger life. Not finding satisfaction in the static and unprogressive conditions of the country, the tide of migration slowly turned city-ward. The industrial life of the large centre offered a wide range of choice for the healthy country youth. City life too had its comforts and its social amenities which rural life was largely denied. But it was not to be presumed that inducement was mainly material. The æsthetic and artistic tastes were satisfied, as well as intellectual ambition. The

country lad longed to emulate his city cousin with his larger leisure, his finer dress, his nimbler wit, his wider experience of life and his freer choice of profession. The insistent call of science was long in finding a response on the farm or in rural home or school. The application of labour-saving methods there was slow in coming. But gradually these have been finding a place, and they are now busied with the necessary reconstruction. And now in rural circles there is an inarticulate call for the scientific teacher, the elimination of prohibitive distances for the child, the same comfortable, sanitary, well-equipped and convenient school, the same chance to graduate into the various walks of life with a completed education, yet without severing home connections, in short the equalization of opportunity with the more highly-favoured city dweller.

### *Country Life in the Early Eighties*

In these days the social unit was as narrow as the section. The country school was the natural centre and towards it gravitated all the forces of the community. Its walls echoed week by week to the song and merriment of the singing school, the local secular or church concert or the "soirée"; the rural public wended its way thither to the call of the aspiring travelling troupe, the peripatetic lecturer or ventriloquist, or else to the more tense but still

inviting challenge of the spelling bee or debating club. In fact it was the general clearing-house for the surplus wit and wisdom and gaiety of the community.

The industrial life, which in a happy way reflected the social life and commingled with it, has also changed. The little braeside mill now stands dismantled and dilapidated by the purling waters that once furnished it power. Here week by week the hum of the mill-wheel and the rumble of the ponderous mill-stones bid fair to drown the lusty voices of the farmer group that gathered there, incidentally discussing the doings of the day while awaiting leisurely their slow-grinding grist. Through the long drawn winter the corner store was the week-end clearing-house for the news of the country-side, mingled with what filtered through various channels from the outside world. The cosy fireside quilting or carpet bee played a like part for the simple homely and withal, harmless gossip of the thrifty wives, while from deft fingers, the one and only original handloom, there flowed the peerless product in patchwork and wool. For the youth, when autumn gifts were stored, the barn echoed to the roof-tree with the gay banter of the youthful huskers and their riotous laughter as they crowned their task with the burial of innocent victims in the resilient husks. And then the scene was suddenly changed to the open

yard or orchard, the chase began, and under the silent moon, on nimble feet, the sprightly youth sought to steal compensation from their gay tormentors. But the siren strains of the violin recalled them from their frolic to the spacious kitchen, where they did honour to Terpsichore till "the wee sma' hours draw on to dawn."

In spring, activity was still more stirring. The maple woods that had lain silent for the long winter months once more re-echo with the shouts of merriment. The old jumper has been brought into requisition and, laden with jingling sap-buckets, barrels, coolers, pans and taps, brought from the seclusion of some dingy attic, it bumps its perennial way up the back lane and into the welcoming woods. Where is the boy? Gamboling in advance of the odd caravan, in exuberant joy he anticipates its arrival at the scene of action. The axe strokes ring out the first alarm of coming spring, and soon heaps of fuel are piled up from stumps and fallen trees. The boy has no time nor instinct to be idle. The trees are tapped, the bored plugs he whittled in his leisure hours are driven home, the buckets swung and now dazzle the eye, far-seen like scores of burning-glasses, as they mirror the searching sunshine on their burnished sides. The old one-horse-power stone-boat begins to ply back and forth, manned by the same boy, his twinkling

eyes now peering from a blackened face, the pans are placed and filled, the fires are built and shed about the dusky walls a lustrous glow. And now the silent camp has sprung to life anew, the rusty flue sends forth its curl of smoke among the branches, and the odourous steam pours through the open doorway and through every chink in wall and roof. The balmy air above is filled with the chirp of birds and the chatter of squirrels, new wakened from their winter nap. The whole camp gets into rhythmic movement with the spirit of spring. The morning brings its tale of frozen sap, the evening takes home its toll of steaming sweets. The climax comes in the gay sugaring-off, when the country lads and lasses and the surprise party from the neighbouring town, join in the taffy-pull, the popcorn roast and the feast of wit, as they girdle the campfire, and their bright faces by turns gleam and gloom in the fitful glare of the burning logs.

Such were the amenities that were the unfailing index of the throbbing life of the rural community of earlier days. Could we say that the boy and girl who were the heart and soul of these social happenings were not blest? As they outvied the most active in details of co-operation were they not gaining a real culture, in a dual power to conceive and act, of which the modern youth might well be envious. Add the barn-raising, sheep-washing and

shearing, the threshing, the berrying jaunt, of which he was more or less a part, and you have the yearly cycle complete. The radius of influence was of course not wider than the social setting; but, as we have said, these were just other such centres of the same co-operative spirit as we have before described, and well filled their place. Compared with this ample round of interests and free participation in social duties, how barren is the academic schooling of to-day!

How altered the times! Electricity, petrol and steam have transformed the life of the country. The rural telephone has widened the social connection; the motor-driven vehicle has curtailed distance; improved roads and comfort and convenience of travel have made the town as close for business or recreative enjoyment as the village corners; the rural mail delivery has brought the farmer the daily paper, the market report, broadened his vision and made him a citizen of a larger world; better farm facilities in binders, steam-mills and tractor-ploughs have rendered him less dependent on his neighbour; his circle has widened, he aspires to all the comforts and privileges social, industrial and educational of his better-circumstanced city friend.

One feature alone stands unaltered amid all this transformation in rural conditions—it is the little isolated road-side school. It has lost its social

status of earlier days. It is but the walled and roofed enclosure in which certain arts, known only to the initiated, are carried on from day to day, commonly summed up under the term of—teaching. Even the school visitor is almost an anachronism. The neighbourhood life is reflected in no way in the activities of the school, nor is it in turn touched thereby. Then, too, fluctuation of population from natural causes, migration to the larger centres and other influences, have reduced the attendance in many schools to a spiritless and uninspiring minimum; the cost per unit is greatly increased; disaffection as well as indifference often displays itself; no ambitious teacher will long remain; education sinks to a low ebb, and the general apathy with which the whole condition is viewed is in the sharpest contrast with the throbbing vital interest in the early school in the hey-day of its vigour.

Efforts have not been lacking to meet a situation that is so critical in a land where rural progress is fundamental, and where rural conditions are so readily reflected in the life of the entire State. Attention was first directed to improving the status of the teacher. A higher academic standard has been set, better professional qualification provided for, the minimum age limit for entry into training schools advanced, the lower grade Model School has been almost eliminated and Normal training

substituted, summer schools have been established and an opportunity offered for specialized training with free tuition under experts in the Agricultural College.

Again the curriculum has been revised and enriched. Subjects more intimately identified with rural interests have been added, such as Nature Study, Agriculture and associated Manual Arts, Opportunity has been offered for practical expression in the attached school gardens, and the work is stimulated by competitive effort for school fairs and encouraged by liberal legislative grants.

Every laudable effort has been made to instruct the Boards of School Trustees in ways and means of promoting the welfare of the school, to improve school accommodation and equipment, to enlarge and beautify the grounds in co-operation with the teacher; educational literature has been freely circulated, setting forth plans and suggestions for the architecture of buildings, arrangement of grounds, rural school decoration within and without; and special legislative aid has been offered contingent upon the grading of school and grounds.

But the secret of success lies not in any one or all of these. The disease is deeper rooted, and fails to respond to superficial remedies. These solutions ignore the fundamental fact of the altered rural conditions—the larger vision of the farmer, his ampler means, his broader co-operative spirit. It

fails to identify the educational with the enlarged social, economic and industrial unit, to answer, in a word, to the broadening self-hood of the rural citizen.

The centralized school seems to offer at present the most satisfactory solution. Its worth to this end has been amply tested in the neighbouring republic. Almost one-third of the States have embarked upon the scheme, and the last three years has seen a rapid multiplication of this class of school. Most bureaus of education give it their unqualified approval and it promises ultimately to supercede the one-teacher district school wherever physical conditions permit. In our own country some of the Provinces, particularly Manitoba and New Brunswick, are testing the system, and with much success. In the former Province a large number are now in existence, all operating with satisfaction, and a very pronounced feeling is taking possession of the Province in their favour.

In Ontario practically no action has been taken. Permissive legislation was enacted, but action was left entirely to local initiative. Some years ago the MacDonald Consolidated School in the neighbourhood of Guelph was opened as an experiment, and the necessary section readjustment made to suit its needs. It was built and has been maintained largely by the beneficence of W. C. MacDonald of Montreal, whose interest in education

has been marked by frequent and generous gifts to both elementary and higher education. This undertaking has amply justified itself from a social and educational point of view. In its economic aspect it has failed to gain the desired support of the public whom it was designed to serve. With the withdrawal of private aid, it tended to revert to the former decentralized condition. But this is far from condemning the consolidated system, local conditions, methods of administration and extraneous aid applied with undue liberality being largely responsible. The principle of Consolidation as a working scheme, here as elsewhere, has been amply vindicated. It remained for New Ontario to take the lead and put the system to a genuine test in this Province.

In the wide stretches of this sparsely-settled Northland, diversified as it is by forested hill and fertile valley, by endless lakes and rambling waterways, which serve to segregate settlement, it would seem as though the isolated school were the only recourse. But it is physically divided into two areas, more or less distinct,—the Laurentian plateau where the broken surface precludes continuous settlement, and the great undulating plain to the far north stretching from the Quebec boundary on the east to almost the western limit of the Province, forty thousand square miles in all. This is no doubt some day destined to rival the far-

famed prairies of the west. To-day it is thickly timbered with spruce and fir, but the harvesting will furnish remunerative employment, as the settler, meantime, clears the land for cultivation, and at no very distant day we shall find it dotted with as prosperous homes as its western rival. Even now the lands contiguous to the Temiskaming and Northern Ontario and the Transcontinental Railways are fast being occupied. The question comes, shall we leave them to repeat the doubtful history of the older sections of the Province with their isolated cross-road schools, promiscuously planted to suit the half-developed settlements, a wasteful multiplication of buildings, trustee Boards, teachers and equipment, serving neither convenience nor economy? Shall we impose upon them the shackling imperfections of which any progressive community would gladly shake itself free when we can possibly avoid the folly by taking measures betimes?

One can readily conceive the special difficulties that beset the effort in the new North as compared with the settled South. Here, settlement is complete, fixed, regular; there it is in all stages of growth from the township, of which the lonely trapper is the sole occupant, to that with pioneer farms all more or less fully taken, though not all occupied. In the South roads are race-courses compared with the mere trails of the North, save

only in the long colonized areas where they are at least passable. Again, many single farms in the South are worth half a township in the North, the primitive homes and diminutive clearings forming no basis for substantial assessment. The feasibility of so modern a scheme might well be questioned in the light of such unpromising conditions. But hardship has been the very air the Northerner breathes; a dare is the thing he loves and, while the South looked sceptically on, the North prepared for action.

The township of Hudson, six miles north-east of New Liskeard, was one in many ways most favourable for the experiment. Its roads, so far as they were open, were among the best, natural obstacles were few, such as lakes, muskegs or mountains, and such as there were, were located in the south-east corner of the township. The land otherwise was good and promised, in time, to be fully occupied. The Township possessed then, but a single school in operation. It was centrally located, and served an area of from three to four miles square. A large portion of the township was too remote to take advantage of this school. Portions adjoining neighbouring townships were attached to sections therein for school purposes. An agitation was gaining force for at least two additional sections within the township. Thus the question arose whether it were wise to form three (or possibly

four) small, struggling sections, trebling the capital expenditure, cost of maintenance, equipment, etc., or to centralize interests in one school and consolidate the entire township into one section. The physical conditions were favourable. The southwest portion of the township was mountainous and unfit for permanent settlement. The rest was comparatively well settled and supplied with fairly well travelled roads. About three-fourths of the thirty-six square mile township would thus be served by the central school. No portion of the area would be out of the range for conveyance, so that from a physical aspect the plan was quite feasible.

The financial aspect was then carefully canvassed. Comparison was made of the possible cost, both capital and current, of the central as opposed to the sectional system. Three new schools would have to be built whose total cost would be little less than the one proposed school. Equipment cost would be trebled and cost of maintenance including teachers' salaries more than doubled. Conveyance might more than counterbalance this gain but it was evident that the educational benefit accruing would more than justify the extra outlay. One full-year school with satisfactory lighting, heating, sanitation and equipment, under superior supervision and with regular attendance of all pupils of school age in the township, was much to

be preferred to three small schools operating under unfavourable conditions under teachers of indifferent merit. Time was, however, taken to weigh every phase of the question. Information was obtained from all available sources, so that all might come to an independent and intelligent decision. About two years elapsed during which a thorough campaign of education was carried on, before the matter was finally determined, and it was then decided to adopt the scheme, on the verdict of the prospective ratepayers, at a general meeting called for the purpose.

The first problem was the consolidation of the township into one section. The Statutes provided for the organization of two or more existing sections into one for school purposes. The powers had never contemplated the immediate consolidation of virgin territory into such a section prior to inclusion in school sections in the ordinary way. New Ontario had antedated legislation. Consequently she had to search for ways and means or secure special legislation. The latter was first sought, but as permissive legislation was slow in coming and delays were not desirable when the time was ripe, the powers of the Municipal Council under the Act, were interpreted freely and the entire township erected into a single section, a board elected and designated "The Board of Trustees of Hudson Consolidated School," and the pro-

cedure validated under sections 15 and 20 of the Public Schools Act. But certain portions of the township had been included as part of union sections with other townships adjoining. At the same time, therefore, the arbitration section of the Act respecting Union School was invoked, these portions released and attached to the new Consolidated Section under by-law of date May 30th, 1908. A school site of two acres was chosen with southern exposure readily accessible from all the main roads of the township with the intention of enlarging this by addition of lots suitable for school gardening as increase in school population demanded.

The type and plan of building was all important. A careful canvass of the township revealed the fact that at present not more than three dozen pupils must be provided for. A two-room, two-storey school was therefore decided upon, one room only of which would be occupied for school purposes for the present. It was provided with basement, teacher's room, cloak and lunch room, and with modern sanitation, heating and lighting. It was at first determined, on the basis of economy, to make the building typical of the country,—a substantial frame structure the estimated cost to be about \$3,000. Later the plan was modified by the Board into one of brick, but as the material had to be imported, this, with other improvements, in-

creased the cost to \$5,600. When completed it was a striking contrast to the one it replaced, which was a primitive log structure, set in a background of tall spruce, with its low entrance, its rough plank floors, moss-chinked walls and rude chimney, in-artistic withal, but serving for the time the simple needs of the expanding settlement. The best possible fixed equipment—seats, desks, blackboards, etc., were installed, and smaller supplies necessary to a thoroughly up-to-date school were provided. The upper room was fitted up as an assembly room for meetings of Board, ratepayers, Municipal Council, Agricultural or Mechanics Institutes, and any other public purpose for which it might be required. The school library was placed in the room, and plans made for installing the public library for the township. This was not finally done, as the library was already located quite convenient to the school. The building was planned and placed so that its capacity might readily be doubled with the least possible disturbance to, or alteration of, the original structure, and at a minimum cost. Thus not only were present needs provided for but future contingencies. To the rear of the school were placed a stable and van-sheds of suitable type and proportions, the whole forming a striking feature in the rural landscape, a pride to the youth, a credit to the countryside and an object of admiration to the casual stranger or visitor to the North.

Conveyance was the outstanding problem. The one fact which differentiated this from the traditional system was the transportation of pupils. Every care was exercised to make this part of the scheme practicable and effective. In the first place the Municipal Council was approached with the purpose of ensuring its active support in all that came under its purview. They responded generously. Good roads were a prime necessity. It must be remembered that but a few years before, this land was unbroken forest. Aggressive and well directed energy had done much to turn trails into roads fit for travel. But much remained. One or two main roads were all the township possessed. A year or more prior to opening the school a by-law was approved allotting \$1,500 for road improvement. Supplemented by the regular legislative grant of "two to one" it made \$4,500 available, which was wisely expended. In the following year 1909, a further amount of \$5,000 was voted, making a total, with the aforesaid aid, of \$15,000, which put all of the conveyance routes in excellent condition.

Three routes were found sufficient to serve all parts of the township then settled. The maximum distance travelled, one way, was six miles and the total time occupied on a single trip was one and one-quarter hours. A test of conveyance on three several plans was made. (1) The Board pro-

vided the entire outfit, team, harness and van, but hired the driver. In this case the driver and team were occupied throughout the school hours of the day in repairing roads, cutting and hauling wood or "cadging" for residents, the revenue therefrom going to reduce cost of maintenance. (2) The Board provided the van only. (3) The Board hired the driver, who provided his own team and equipment, subject to their approval. In all cases tenders were called for, and drivers were carefully chosen and worked under definite contract.

The following statement gives the data with regard to Plan No. 1.

Cost of Team and harness .....	\$430
Cost of Van .....	95
• . . . . .	•
Cost of Feed for horses .....	267
Cost of repairs .....	50
Hire of driver, full time for year .....	540
<hr/>	
Total cost of maintenance only, one year .....	\$857

The proceeds accruing from outside hire of driver and team reduced the cost to a very moderate sum. The plan was however abandoned when the roads were finally in such condition as not to warrant continuous attention, and difficulty was had in securing an all-day, all-year driver, and

Plan No. 2 substituted. The following statement embodies full conveyance statistics for the year 1914:—

	Route No. 1	Route No. 2	Route No. 3	Total
Cost of conveyance per annum .....	\$400	\$400	\$400	\$1,200
Average cost of vans..	95	95		190
Capacity of vans .....	25	20	12	57
No. of children carried	22	11	5	38
Total mileage per single trip .....	6	3½	3	12½
Time of starting ....	7.45 a.m.	7.30 a.m.	7.45 a.m.	
Time of arriving home	5.30 p.m.	5.15 p.m.	5.15 p.m.	

In order to ensure the comfort and protection of pupils way-side stopping places were arranged for. Each van was so routed as to reach all points within at most one mile from every home. Some children had therefore to walk to point of connection, and in stormy or cold weather must be provided for. The Board entered into contract with residents convenient to such points to offer shelter to pupils until arrival of vans each morning. The privilege was extended to all without cost. The following simple form of contract was used:—

"I, ..... occupying the ..... half or quarter of lot ..... in the ..... concession of the Township of Hudson in the District of Nipissing hereby agree to allow pupils attending the Central school established in said Township and not residing directly upon the

established route, for conveyance, to remain at my residence whenever necessary to wait for the said conveyance.

Dated at ..... this ..... day  
..... in the year .....

Signed, Sealed and Delivered,  
In the presence of

That the conveyance routes be kept open in all conditions of weather was a factor essential to the success of the undertaking. The Municipal Council entered into an agreement with the Consolidated School Board to keep roads in satisfactory repair and to have them snow-ploughed or rolled throughout the winter. The latter method, on the whole, was found preferable. There was therefore no break in the continuity of service. Even in spring, by this system, the roads remained solid and passable by winter-vans till after all drains were clear and in a day or two, summer vans were riding dry-shod in their places.

The following code of rules governing the administration of the section were prepared by the Inspector, adopted by the Board and distributed freely among the ratepayers in order to define clearly the powers and duties of the Board and the general conditions of operation:—

1. The Trustees shall purchase for the use of the school district a sufficient number of vans for the conveyance of children residing within the bounds of said district.
2. Children residing within the distance of one mile from

the school shall be conveyed, only when van accommodation is sufficient.

3. Pupils of seven years and under may, at the discretion of the trustees be conveyed to school though within the limit of one mile of school, provided that it shall not be found necessary on that account to increase the number of vans otherwise required.

4. The conveyance shall be by large express wagon in summer with provision for covering in in stormy weather, and in large box sleighs in winter well provided with furs, rugs, foot-warmers, etc., as circumstances demand.

5. Pupils not resident in the district, or only temporarily resident therein for the purpose of attending the school, shall have no right to be conveyed in school vans, save by special arrangement with the Board.

6. The Trustees shall advertise for tenders for the conveyance of the children by posting notices in three public places within the bounds of the district at least fourteen days before the date assigned for the opening of said tenders, also, at the discretion of the Board, in any convenient newspapers. Such notices shall define the route or routes to be followed, the approximate number of children to be carried, whether the contractor is to provide the vehicle, if so, its character and equipment, and any further particulars which will enable the tenderer to form an intelligent judgment of the duties required of him.

7. After opening the tenders and considering the same, the Trustees are empowered to accept or reject any or all of such tenders and may enter into a contract in their discretion with any person or persons who meet the requirements by written agreement, whether such person or persons have previously sent tenders or not.

8. All contracts for conveyance shall be in writing and

each contractor shall give a bond to the Trustees for the faithful performance of his contract in the sum of fifty dollars.

9. Whether Board or contractor provides vans and teams for conveyance the following shall be necessary:—

(a) Sufficient seating capacity for all pupils belonging to the route.

(b) The necessary robes, rugs, blankets, etc., to ensure comfort.

(c) A good reliable horse or team of horses for each van.

(d) A trustworthy driver, who shall have care and control of all the pupils, and shall be reasonably responsible for their conduct and safety en route.

10. The Board may contract for the conveyance of pupils, (i) in morning alone, (ii) both morning and afternoon, (iii) whole or part of the school year, the time to be definitely stated in the contract.

11. The Trustees shall have authority to set forth the routes, arrange and, if necessary, contract for wayside stopping places for pupils at crossroads, etc., and they shall authorize their secretary to make out plans of the school district indicating clearly such routes and stopping-places, and to forward one copy to the Public School Inspector and retain another on file for reference.

12. The parents and guardians of children residing on branch roads, other than those along which the vans are driven, shall send their children to meet the vans at the junction of the roads or at such other places as shall be found most convenient; provided, however, that any parent or guardian of children who are required to go more than one and a half miles to meet the van shall be exempt from the school tax on account of conveyance only.

13. All parents or guardians of children who, because of

natural obstacles or for other valid reasons in the opinion of the Trustees, cannot be conveyed, and who are therefore forced to walk a distance exceeding one and a half miles, shall be exempt from the school tax on account of conveyance; provided, however, that the Board of Trustees may make arrangements with parent or guardian to pay him for the whole or part of cost of conveyance which he assumes, or to pay the cost in due proportion of board and lodging of such pupils near the school.

14. In order to facilitate above arrangements the Trustees in striking their rate shall subdivide it as follows:—

- (a) Debenture rate.
- (b) Conveyance rate.
- (c) General school rate.

The total shall be the School Rate of the School District.

15. The Trustees shall provide teachers, if possible, specially qualified in Agriculture and Industrial Arts; they shall, with the assistance of such teachers, lay out the school grounds consistently with modern ideas, and may make such appropriation therefor from year to year as is deemed necessary.

16. Subject to above-named conditions (sections 12 and 13), all ratepayers within the school district shall be subject to the school rate in its entirety.

17. The Trustees shall have power to obtain from the Municipal Council the passing of such remedial measures as Snow-plough By-laws, Road-grading By-laws, etc., and to take such action generally as will expedite the conveyance of pupils and render the schools an assured success.

Thus the new venture was launched, with the support and practical co-operation of all,—Municipal Council, Board of Trustees, ratepayers and

Inspector, the first of its kind in the Province of Ontario.

Little difficulty was encountered in carrying the conditions into effect, the entire machinery of the section running smoothly and with evident satisfaction to each and every resident. To reveal the flexibility of the system and the possibility of ready adjustment, one fact may be cited. A single family lived in the hilly south-west district beyond the Twin Lakes some four miles from school. No conveyance route was therefore possible. The Board made three propositions, (1) to run a van to the nearest point across the lake from the residence to meet the children; (2) to share liberally the cost of private conveyance; (3) to pay the board and lodging of children throughout the week near the school and their conveyance to and from their homes each week end. The last-named plan was adopted to the entire satisfaction of parent and section.

The cost of maintenance is one of primary interest. The approximate annual expenditure was \$2,500 made up as follows:—

Conveyance .....	\$1,200
Salaries .....	1,000
Repairs, fuel, etc. ....	300

The Department of Education agreed to allot the grant on the three-section basis, since that number of sections was really served, and allowed \$600

in addition in lieu of a building grant. Later this was commuted to the regular grant for one section and a supplementary grant of \$1,000 per annum. The balance of some \$1,300 or 1,400 was met by the municipal school rate. As the total assessment of the township was but \$65,000 at this time it called for a rate of about 20 or 21 mills, exclusive of building debenture rate. This total rate has decreased year by year till it was but 14 mills in 1915 and 16 in 1916. This is not at all abnormal in the districts where, owing to the large amount of unimproved land, lots untaken, Veteran claims, etc., the assessment must needs be low. As the township settles and develops the rate will be materially reduced.

In the year 1916 the township shared in the common suffering from the great fire which swept the North country, leaving death and desolation in its wake. The beautiful building was burned, despite all effort to save it. But the progressive people were not to be outdone, and immediately took measures to replace it. The new structure is one of the finest and most complete rural schools in the Province. The Department of Education came generously to their aid, as was reasonable in the face of the tremendous losses in personal property the residents suffered.

Here let us cite a few of the many advantages of Consolidation:—

### 1. *Economy of Cost.*

Economy, as a business term, is relative not absolute. Not a minimum of expenditure but that minimum which consists with complete efficiency is the desideratum. It is an axiom of business that economy lies in the ratio of total outlay to quality and quantity of production. A plant must run to its maximum output with just that irreducible minimum of overhead charges to ensure efficiency. The same principle will apply to school as to industrial organization. The rural school of early days with its overplus of pupils and its undermanned and underpaid staff was far from economic. But no more is the rural school of to-day with its better paid teacher and more costly plant and equipment, but with numbers reduced to a barely working minimum. Cost of operation has increased but this is met by decreased production in each unit of industry, a direct violation of sound economic principles. Co-ordination and consolidation of forces have worked wonders in the industrial world; why not in the school world?

The following comparison between two neighboring sections is significant:—

	Percentage of Av. Att. to total enrolment	Av. cost per pupil (with Leg. grant)	Av. cost per pupil (with out Leg. grant)
1. Consolidated School	68	29.86	56.7
2. Sectional School	36	73.33	89.5

or, take for illustration the second-named school

which operated in 1917 as a consolidated school and in 1918 as an ordinary sectional school. The following are the facts:—

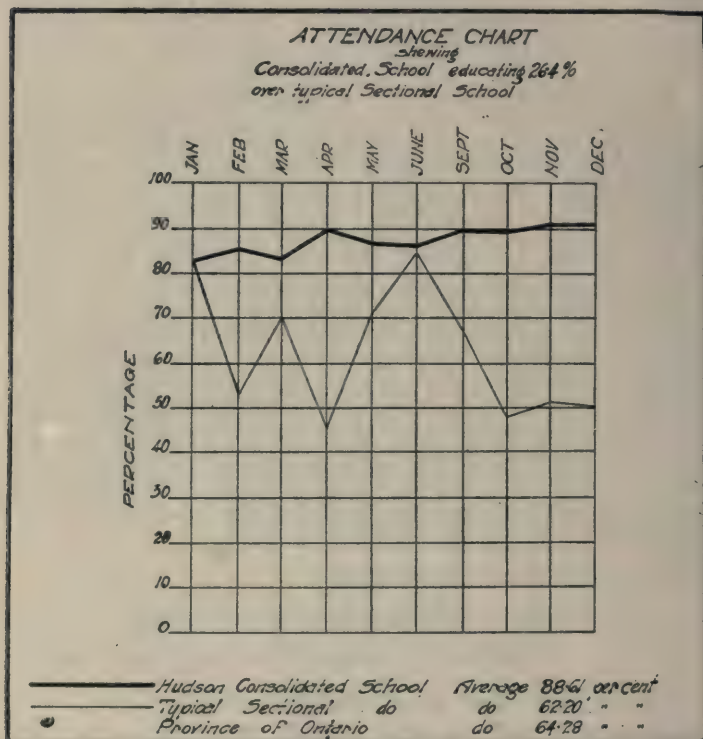
	Percentage Average	Av. cost per pupil (with Leg. grant).
1. Consolidated School .....	75	38.05
2. Sectional School .....	36	73.33

The lesson is obvious. Consolidation works the school at maximum efficiency; better training is assured for greater numbers under superior conditions at 50% less cost per pupil. Gross expenditure may be increased but any business manager will recommend a 20% increase in outlay if he can turn out at least 26% (see chart below), more product of superior quality at 50% less per unit of output. Shall we then continue to educate 36% of our children at \$73.33 each or 75% at \$38.05 each? The academic reply is easy; the practical answer is The Consolidated School.

## 2. *Regularity of Attendance.*

On the first occasion on which I paid my regular visit after this school was occupied, the visit being quite unanticipated by the section, I found 33 pupils enrolled and 33 pupils present. This, I found, was the entire school population of the township. On looking over the record I found there had never been on any one day during the previous six months fewer than 26 present, or an average of over 80 per cent. During the entire

year 1917, the following were the monthly averages in percentage, 85, 83, 83, 83, 73, 76, 86, 86, 86, a yearly average of 82 per cent. The average attendance for the rural schools of the Province



has been not higher than 67 per cent., and in the Districts only 53 per cent. In the month of September of the present year (1918), although the rainfall was the most continuous in a period of some thirty years, the daily percentage rarely ran

below one hundred. On the occasion of a special visit, all but two pupils were present, whereas, by way of comparison, but four out of a total enrolment of forty were present on that day in a neighbouring sectional school. The advantage of Consolidation is hereby placed beyond all question. It brings the maximum benefit to the maximum number.

The above chart demonstrates beyond the shadow of a doubt, the superiority of the Consolidated School system in the way of promoting attendance, and this is fundamental to efficiency. Note the evenness of the upper line, indicating the unvarying regularity as compared with the wide deviations of the lower. When you consider too, that in this "School in the forest," even the five-year olds are present, just as in the comfortable city centres, the high average and the uniformity are the more surprising.

### 3. *Equalization of Opportunity.*

Justice to all and favour to none should certainly rule in the realm of education where not wealth merely, but the life of the human child, is at stake. Under Consolidation, if anywhere, an adequate education for all is being fully realized. All ages, all classes, are being equitably served. On one occasion I visited the school with a progressive and well-informed educationist. His first remark on

entering was, "But what are you doing with all the small desks"? "Educating every child of school age," I replied. "Wait and see." When school was called the front rows looked like a miniature primary class room of a city school. "Well, I could not have believed it," was his laconic and happy comment, as he viewed the full rows of happy faces with delight.

#### 4. *Superior Teacher and Greater Permanence.*

A higher salary is paid, and higher qualifications can be demanded. The type of school attracts and holds the best teachers. A larger constituency, a finer building, perfect equipment, more favourable working conditions—regularity, punctuality, uniformity in organization—a healthy school spirit, all, count materially. The newer and more practical subjects, Agricultural, Domestic and Manual Arts, find favourable conditions for use, and the rural school so placed, with an efficient teacher in charge, has all the privileges of the well-provided town or city school.

#### 5. *Better Educational Spirit.*

There is a splendid *esprit de corps*, not only within the school but throughout the section. Complete harmony of interest, co-operation, and ambition to promote the common cause react on school and on rural life generally.

### 6. *The School a Social Centre.*

This is the long-sought and herein adequately realized ideal. The opening of this chapter revealed that the outstanding defect of the isolated rural school was its failure to answer the spirit of the enlarged social unit. Here, however, all forms of social and industrial activity meet and



CONSTRUCTION "CAMP SCHOOL," DANE.  
Junction of T.&N.O. and Larder Lake Road, 1906.

merge. Here the various phases of life of the home, the farm, the shop, the factory, the mine, the forest are interpreted for the child; in the outer world, he finds the natural field for expression. The normal life of the world in which the school finds itself should be reflected *in* the school. The school is not severed from the communal life about it but becomes a part of the organic social life

of the community. Let us note a few of the essentially social functions the school so situated fulfilled:—

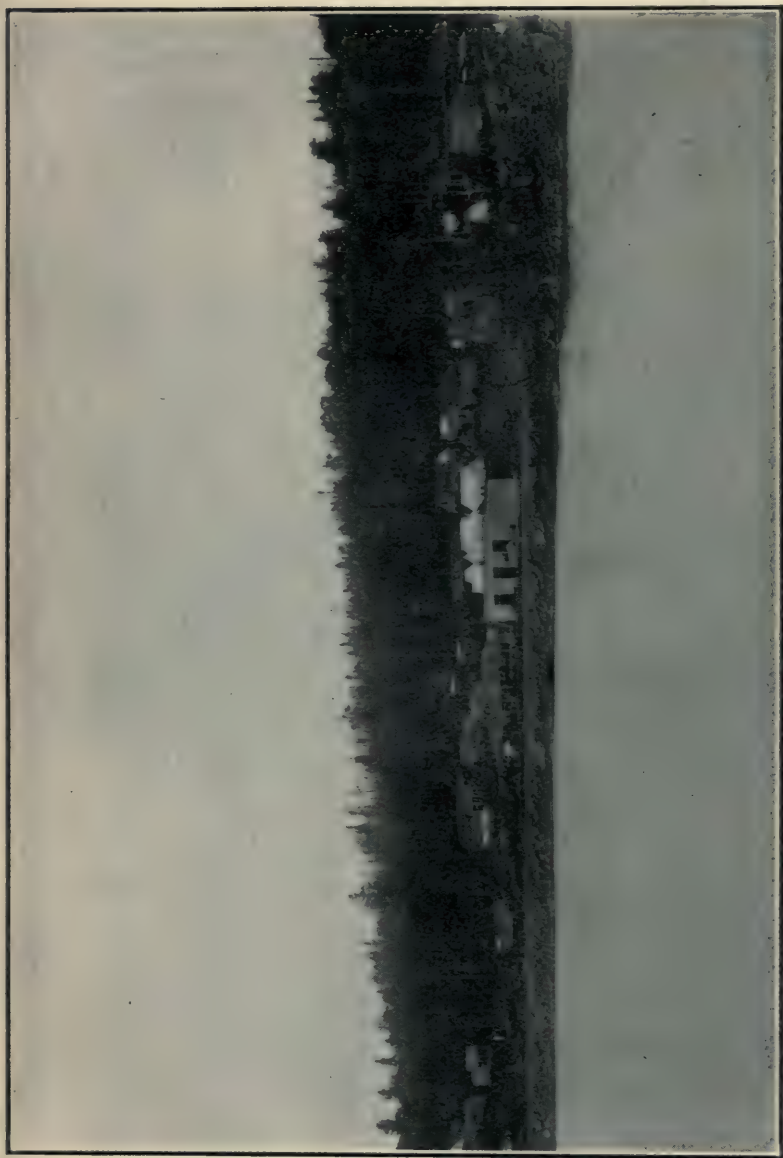
(1) Conveyance is a social mode and ministers to the social spirit. Think of the isolated, stragglers along our lonely country roads, morning by morn-



A SCHOOL IN THE "OPEN," COBALT, 1906.

^ "Bringing the University to the Camp."

ing. When the trail is flanked by the silent forest with only an occasional farmhouse, or rather "shack," peeping out of the clearing, the isolation is emphasized; when the frequent storm piles high the drifts or in summer emulsifies the sodden clay



CORALIT IN 1905.  
"Tent" School, first to right of three.

and shuts in all local traffic, the isolation is complete. The voluntary traffic stops, the compulsory school traffic *must* go on. The school child must be stirring or suffer. He has no choice. With what apprehension the lonely wayfarer anticipates his daily task, not because of the discomforts only but because he finds none or few to share them.



PUBLIC SCHOOL, COBALT, 1908.

Unbroken forest four years before.

Conveyance answers the inarticulate longing of the child for company and helps make school life throughout an inspiration and a delight.

(2) The school becomes a rallying point for the residents of the country side. The Hudson Consolidated School had a vacant room fitted up for assembly purposes. Here the various town-

ship organizations met,—the Municipal Council, the School Board, the Women's Institute, the Farmers' Club, etc. Public lectures, meetings with the agricultural representatives, and all forms of public entertainment were held here. Thus it filled more and more fully the duties of a



FIRST SCHOOL, HUDSON TOWNSHIP, 1902.

social centre. The entire atmosphere of the township altered. It ceased to be an aggregation of isolated farms. It displayed a spirit of unity and progressiveness that can come only from free contact and co-operation of residents in all that concerns the common interest.

(3) It became the centre for the diffusion of literature to the homes. The institution at first was to have the Public Library installed, but being



CONSOLIDATED SCHOOL, HUDSON TOWNSHIP, 1909-1916.  
First and only one of its kind in Ontario. Destroyed in Great Fire, 1916.

comfortably located in an adjoining store, it was left. The children, however, carried the books to every part of the township. If any problem has perplexed the promoters of this form of public

education it is the extension of the library to rural communities. Here it is realized in a most effective way. The school thus became the medium of education to the adult as well as to the child, and the rural home had all the comforts that fill the leisure of life in the city home.



HUDSON CONSOLIDATED SCHOOL.  
Risen from the Ashes, 1918.

(4) It solved the rural mail delivery problem. The children or driver carried the mail day by day to and from all parts of the township, thus serving the ends of convenience and economy. Thus the rural dweller kept intimately in touch through the daily press with the doings of the larger world, and profited materially by his close contact with the

market reports and the commercial and industrial conditions of the day.

Finally, let us say, the system has quite passed beyond the stage of experiment. For some eight years the school has been in operation, and has amply demonstrated its superiority over the isolated school from every standpoint. To sum-



CONVEYANCES, HUDSON CONSOLIDATED SCHOOL.

"All present, and all happy, rain or shine."

marize, it protects the child physically. A comfortable van, sheltered from rain and storm, equipped with foot-warmers when necessary, is a happy substitute for wet feet, damp clothing, chilled blood and frozen extremities, and a warm, inviting school to greet them instead of the cold, cheerless building, where the noon-hour still finds the unfortunates huddled about the stove. To test the

actual conditions, on a recent visit, I rode with the children in the van for six miles on the home-trip, and, though it was pouring rain, all were as "happy as kings." It provides a school which is in every way attractive and ministers to the children's pride, cultivates their artistic taste and supplies almost perfect working conditions in modern heating, lighting, seating, sanitation and general equipment. It ensures a superior grade of teacher and some permanence of tenure, and offers the opportunity of a larger culture in manual and domestic arts, as well as in the ordinary literary studies. Ambition also is stimulated to reach out for advanced work, since this higher standing or scholarship may be acquired while remaining at home, through the High School annex or Continuation school. In the coming year they propose to have a special teacher for High School work. What a boon it is to have discovered a feasible plan by which to place the rural child on a par with his city cousin while enjoying, like him, all the comforts and the inspiration of home environment! It also simplifies supervision and makes it more efficient. The inspector may devote to higher service the time and energy used in travel and the multiple duties associated with the sectional system. Lastly it furnishes a strong bond in the community, through its social influence, and calls out the best executive talent of the community in the

way of administration. Men emulate each other in the effort to secure preferment for honourable office, and this spirit is reflected wholesomely in the entire life of the section.

Is it a success? One fact only, need be mentioned to amply demonstrate that it is, in the estimation of the residents of this section, from every point of view. When the fine two-storey building was burnt in the great fire of 1916, a plebiscite of the ratepayers was taken to test the feeling as to retaining the new system, or reverting to the old. The decision was overwhelmingly in favour of Consolidation,—there was scarcely a dissenting voice.

So striking an example in speedy evolution is probably without parallel in the history of this or any other land, to the credit of the North be it said, which has taken the initiative and proven the feasibility a decade before Old Ontario has moved in the matter. A lone country school planted in the heart of the virgin forest, whose trees supplied the logs wherewith to build and with only a trail to lead to it, within the brief space of six years, evolved into a splendid central school serving an entire thirty-six square mile township on the latest improved transportation system, and operating under the most efficient working conditions. We firmly believe this experience may be reproduced again and again in this fair Province to the lasting

benefit of the rural child. It places the rural community on a par with the urban, and the results will ramify widely in social and economic gain, reacting in the last analysis on the entire life of the country.

## CHAPTER IX.

### TEACHER TRAINING AND SUPPLY

THE most serious handicap under which education in the newer territories of Ontario has always laboured is the lack of fully-qualified teachers. In this respect they have but paralleled the early history of the older sections of the Province. While the latter were young they were compelled to resort to importations from without and make-shifts from within in order to make the best of the situation and provide the indispensable minimum. Such too has been the experience of the North, but in possibly greater degree where settlements were so scattered, centres so remote and inaccessible and inducements generally so limited. Yet the conditions were met courageously by Boards, Inspectors and Department as a review of the measures adopted will prove.

It must be remembered that while Old Ontario counts its life history in three figures, New Ontario does so in decades. Even in the early eighties New Ontario was in its infancy, while Old Ontario had by this time fully shaped and organized its life, social, economic and educational; in other words the former has come into being quite within the memory of the present generation. In the

sixties there were practically no schools, no organized sections, and no systematic or centralized effort to initiate and direct educational development. A few scattered outposts of the trading companies such as Moose Factory, Fort Kaministiquia, Fort Francis, or sectarian mission stations such as Wekwemikong Jesuit Mission or Manitowaning Church of England Mission on Manitoulin Island, that date back a half century or more, or an occasional Indian village—these represented the entire population. Education was dependent solely on denominational or private beneficence, and apart from the faithful “padre” or missionary incumbent, the teachers were drawn from the community, with little regard to professional qualification.

Inspectors Little and Miller set themselves diligently to work to improve conditions. On their first tour they could do little more than investigate the status of school teachers and collect facts on which to base measures of amelioration. On this occasion they examined such candidates at the various centres as presented themselves—in all fifteen teachers. How serious the scarcity of efficient teachers was we can judge from the casual remarks made in reports two years later, such as, “a great many are mere novices,” “a poor teacher is better than none,” and again at greater length, “The question of supplying the schools of the Dis-

strict with a proper class of teachers is one of the greatest importance. At present many of those at work are not competent for the task. Heretofore there has been little choice, as good teachers will not go in from the older counties and accept the low salary and isolation from comforts common to the older counties. There are two plans that have suggested themselves to my mind; one, to establish a good training and Model School within the District, or to offer a bonus similar to that offered now to teachers attending the Normal School, to enable them to receive a training in one or other of our excellent High Schools. A Model School might possibly be organized at Parry Sound Village, but for the present I would prefer the latter course.”\*

Meantime in order to make the best of a difficult situation Mr. J. R. Miller, Inspector of Parry Sound District, arranged for a meeting of all teachers at Parry Sound Village, when he spent two days discussing with them the objects and methods of imparting education. The following programme was carried out:—

1. Lecture on Education, Inspector Miller.
2. How to Teach Geography, Mr. Symington.
3. How to Teach Composition, Mr. S. B. Halls, Asst. Teacher Goderich High School.
4. How to Teach Tablet Lessons and Work of Part I. and II., First Book, Inspector Miller.

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\*See Minister of Education Report 1877, p. 85.

5. How to Teach Grammar to Beginners, Inspector Miller.
6. An Object Lesson, Mr. S. P. Halls.
7. How to Teach Arithmetic to Beginners, Inspector Miller.

On the day following, an examination was held and certificates awarded successful candidates. We may judge of the elementary nature of the questions, and, indirectly, of the character of the schools, by the following comment thereon, "The examination was similar to that given to pupils entering the High Schools, and resulted more favourably than I had anticipated, only two who came forward having failed in passing the required test." At the close of this examination the first Teachers' Institute for Northern Ontario was formed—August 29th, 1877.

Such certificates as above were known as "Special Certificates," granted by the Inspector on examination of candidates under prescribed conditions, and endorsed solely by him. The authority under which he acted is as follows:—\*

"Regulations under which Public School Inspectors may grant Special Certificates of Qualification from time to time, to Teachers in new and remote townships, as provided in the 20th clause of 112th section of the Consolidated School Act (37 Vic. chap. 28)."

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\*See Minister of Education Report 1875, p. 98.

*Inspectors' Special Certificate—Third Class.*

(1) The examination of candidates for special certificates may, at the discretion of the Inspector, be held yearly, or oftener, in new and remote townships, and when practicable, at some central point or points in such townships.

(2) The subjects of examination for such special certificates shall be those prescribed for Third-class certificates. The questions shall be prepared by the Inspector, and may be written or printed at his discretion.

(3) No candidate shall be eligible for examination who does not present to the Inspector a certificate of good moral character satisfactory to him, and signed by some minister or magistrate. The certificate must bear date within, at least three months of the time of examination.

(4) No certificate issued under these regulations shall be granted for a longer period than one year; but it may be renewed at the discretion of the Inspector for periods not exceeding two years."

The only permanent organization in the Districts through which the Department of Education could operate at this time was the Teachers' Institute, and it was organized as effectively as possible to the end of training and qualifying teachers. In August 1879, P. A. Switzer, M.A., who had replaced Messrs. Little and Miller as

Inspector in sole charge of the Districts of Algoma and Parry Sound, adopted the plan of Mr. Miller two years before and held Training Institutes at Parry Sound Village and Manitowaning. At the former twenty-eight teachers received certificates, at the latter nineteen. The Deputy Minister reports as follows on the one held at Manitowaning:—

“So great was the success of the Teachers’ Institute of Parry Sound this year that Mr. Switzer greatly urged that he be permitted to hold a similar one in the Algoma District, with Mr. Little, ex-Inspector, as an assistant. In the Minister’s absence in England, I consented, and issued the following notice to Teachers and Trustees in the District:—

“It is proposed to hold an Institute for the Professional Instruction of Teachers in the Algoma District, Eastern Division, at Manitowaning, commencing on Tuesday, the 16th of September next, and continuing in session for two days and a half.

At the close of the Institute an Examination of the Teachers present will be held, commencing on Thursday, the 18th, at 1.30 p.m., and closing on Friday evening, at 5.30 p.m.

The Institute will be under the direction of P. A. Switzer, Esq., M.A., the Visiting Inspector, assisted by Robert Little, Esq., Public School Inspector of the County of Halton.

An allowance, not to exceed three dollars each,

will be made to those teachers living outside the locality of Manitowaning who may have attended the Institute and who may successfully pass the Examination at the close. A less sum will be given to those who fail to pass, but who may give evidence of such qualifications as would entitle them to a Provisional Permit, on the recommendation of the examiners, Messrs. Switzer and Little.

The following Programme was also prepared and issued:—

#### PROGRAMME

##### *Tuesday, 16th September, 1879—Forenoon Session*

9	to 9.30	a.m..Introductory Address . . . .	Mr. Switzer
9.30	to 10.45	a.m..School Law and Regula- tions . . . . .	Mr. Little
10.45	to 12	a.m..School Organization and Discipline . . . . .	Mr. Switzer

##### *Afternoon Session*

1.30	to 2.30	p.m..Principles of Teaching and Methods of Recitation ..	Mr. Little
2.30	to 3.30	p.m..Reading . . . . .	Mr. Switzer
3.30	to 4.30	p.m..Grammar (Parsing and Analysis) . . . . .	Mr. Little

##### *Wednesday, 17th September, 1879—Forenoon Session*

9	to 10	a.m..Spelling . . . . .	Mr. Switzer
10	to 10.45	a.m..Writing . . . . .	Mr. Little
10.45	to 12	a.m..Arithmetic . . . . .	Mr. Switzer

## TEACHER TRAINING AND SUPPLY 203

### *Afternoon Session*

1.30 to 2.30	p.m..Composition .....	Mr. Little
2.30 to 3.30	p.m..Lesson in Literature (Third Book) .....	Mr. Switzer
3.30 to 4.30	p.m..Word Defining .....	Mr. Little

### *Thursday, 18th September, 1879—Forenoon Session*

9 to 10	a.m..Mental Arithmetic .....	Mr. Switzer
10 to 11	a.m..Object Lessons .....	Mr. Little
11 to 12	a.m..Question Drawer and Preparation for Examination.	

NOTE.—The Teachers' Examination will take place on Thursday, at 1.30 p.m.

The result of the Institute is thus reported by Mr. Switzer:—

“We have just closed a very successful Institute and Examination. Mr. Little came up in the early part of the week, and has given us some very interesting lectures during the two days' Institute work. We had nineteen teachers in attendance, all of whom were candidates for certificates, and so far as I can judge from the papers I have examined, all will secure certificates.”\*

The features of note are:—

(1) Official adoption of the Institute extension for training and qualifying teachers.

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\*See Minister of Education Report 1879, p. 50.

(2) Financial assistance to all teachers who attend and pass.

(3) The certificates were now validated for from one to three years, according to standing taken on examination.

Provision had been made for the holding of Examinations in new and remote townships at the same time and under similar conditions to those in the counties for the issue of Second and Third class certificates. This remained largely inoperative owing to the scarcity of those who could qualify.

In 1882 the Department of Education determined to make official inquiry into the qualifications of teachers in the Districts and to hold qualifying examinations at central points. These centres were Manitowaning, Sault Ste. Marie, Prince Arthur's Landing (Port Arthur) and Parry Sound. The Board of Examiners was to consist of J. E. Hodgson, Esq., Inspector of High Schools, Peter McLean, Esq., District Inspector of Public Schools and one Statutory member from each District.

The following were the conditions:—

(1) Standard.—About High School Entrance papers, but School Law to be substituted for "Fourth Book Lessons."

(2) Minimum to pass:—

65 per cent. of aggregate—certificate valid for three years.

50 per cent. of aggregate—certificate valid for one year.

The granting of certificates was subject always to age and moral character.

Percentage was not to be rigidly applied where teachers of experience had already secured engagement.

The following is the report:—\*

### I. *Manitowaning.*

Board.—J. E. Hodgson, Inspector High Schools; Peter McLean, Inspector District Public Schools; Hon. Walter McCrea, Judge of Algoma.

(1) School.—“One and same room made to do duty as school-room, court-room, Crystal Palace, Town-Hall, and general resting place for a number of vagrant sheep of neighbourhood does not afford strong proof that educational advantages are at a premium there.”

(2) Candidates—35.7 were prepared in counties, the rest in Districts.

(3) Results.—13 certificates for three years; 11 certificates for one year.

### II. *Sault Ste. Marie.*

(1) “Good brick building, two stories, four rooms, equal to any village in Ontario.”

(2) Candidates.—17.

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\*See Minister of Education Report 1882, p. 129.

(3) Results.—5 certificates for three years; 8 certificates for one year.

“We recommend that it be erected into a Model School.”

III. *Prince Arthur's Landing*. (Here Mr. Laird, Stipendiary Magistrate, replaced Hon. W. McCrea as Statutory member.)

(1) Good frame building two stories and well-equipped.

(2) Candidates.—4, two under legal age.

(3) Results.—2 received certificates for one year.

IV. *Parry Sound*.\*

(1) Candidates.—27.

(2) Results.—4 certificates for three years; 13 certificates for one year.

Among the latter were two Indian females employed on the Reserve.

“Educational outlook is good in the Districts.”

In 1883 the following Regulations were issued by the Department of Education regarding District Certificates:—\*

“1. Qualification.—Attend and pass regular Examination at County or nearest available Model.

2. Certificate shall be known as District Third Class, valid for two years.

3. It shall be valid in part Victoria, Muskoka, Peterborough, Haliburton, Hastings, Frontenac,

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\*See Minister of Education Report 1883, p. 68.

Lennox and Addington, Renfrew and in territorial and remote Districts of Thunder Bay, Nipissing, Algoma and Parry Sound.

4. It shall be valid only within limits of jurisdiction of County or District Board granting same.

5. Each Board shall determine time, subjects, standards, values, duration and renewals suited to several districts.

6. Each Board shall possess same powers and discharge same duties as County Boards of Examiners for Third Class Teachers' Certificates."

These two years 1882 and 1883 witnessed the first serious effort on the part of the central authorities to place teacher supply for the Districts on a more efficient basis. But the old system of qualifying through Teachers' Institutes remained for some years. Recommendations, at this time, were urgently pressed for the establishment of Model Schools at Parry Sound, Sault Ste. Marie and Port Arthur by the Inspectors, but they were unavailing.

In 1886, during the regime of Hon. G. W. Ross as Minister of Education, an exhaustive investigation of the Model School system of the Province was made. There were found to be forty-four Model Schools. It was advised that the Province be divided into twenty Model School Districts, with one Model School to each District. Though this was not effected, Northern Ontario was

granted one concession in the establishment of a Model School at Bracebridge. The first Principal was R. F. Greenlees, who had fifteen qualified students under his charge.

In 1889 a Model School was opened at Parry Sound, which, the Inspector announces, "marks an era in the history of education in these parts."\*

It is further noted that "Teachers holding Provincial Certificates are not disposed to accept the salaries offered in the poorer sections and even those who hold only local District Certificates are unwilling to endure the hardships and privations unavoidable especially during the winter season, when roads are unbroken and boarding-places often a great distance from the school houses. It becomes necessary to allow these schools to be closed altogether or grant Temporary Certificates to those who are willing to undertake the work. *It is better that children should learn even to read and write than that they should remain in ignorance all their lives.*"† The seriousness of the condition is revealed in the fact that in the District of Algoma there were in 1887, 100 teachers of whom 97 were unqualified and in 1899, 115 of whom 90 were unqualified. Parry Sound and Nipissing were but slightly better with 89 and 135 teachers in the above years of whom 55 and 79 were unqualified. In

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\*See Minister of Education Report 1890, p. 211.

†See Minister of Education Report 1890, p. 208.

1887 District Certificates were granted to all who had been trained in Model Schools without regard to their final standing. Notwithstanding this action somewhat more than two-thirds of the entire number were without professional training.\*

In the year 1890 District Boards of Examiners were appointed who were authorized to prepare examination papers, fix time, place and fees for examinations, read and value examination papers and grant certificates known as District Certificates, valid for not longer than three years. It was permitted to extend expired Third Class certificates for a period not exceeding three years without re-examination.† For the present this partially relieved the situation and made available a considerable supply of Model trained teachers from the counties.

In the year 1896 Mr. J. J. Tilley, the veteran Inspector of Model Schools who had been closely identified with the movement since its inception, had three schools erected into District Model Schools, viz., North Bay, Mattawa and Thessalon. The intention was to encourage pupils resident in the district to take at least one year's advanced training beyond the Entrance and at the same time secure a knowledge of the simple principles of

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\*See Minister of Education Report 1887, p. 135.

†See Minister of Education Report 1890, p. 92.

teaching and management which might equip them for taking charge of rural schools. In September of the following year, the writer was appointed principal of the North Bay schools under this new arrangement. Upon careful consideration of the situation, however, it seemed preferable to establish a substantial foundation of academic education as a basis for professional training. Representations, to this effect, were made to the Department of Education, and were readily adopted. The plan was vigorously prosecuted and soon vindicated itself. A thorough canvass of the town was made for Entrance graduates, a Continuation school was established and in three years it had advanced to full High School status with a large enrolment, and was graduating students eligible for Normal School.

The needs of the North were by this time urgent for a forward move in the status of teachers. It was evident to the writer that even Old Ontario was not adequately supplied with teachers of higher grade by the existing three Normal Schools, and inevitably, an addition to these must be made. The facts were set before the Board of Trustees and Council of the town, and a request made that they approach the Provincial government in the matter and urge the claims of North Bay as a site for a training school. A strong delegation was

sent, which pressed the claims of the North on the grounds of the needs of the districts. The justice of placing such an institution at North Bay, as the geographical centre of the North country with excellent railway facilities and therefore easily accessible from all points, was urged. The further claim was made that the town had voluntarily assumed the expense of building, equipping and maintaining a High School with no outside support, as there was no County organization, and with no special aid from the government. It had, moreover, furnished free tuition to all students from the Districts and had, by dint of no slight effort, become the educational centre of the North. The merit of the claim both for the districts and the town was acknowledged, the request was favourably received, and North Bay was given promise of first consideration in case of extension of the Normal School system. The matter was for the present, however, left in abeyance till conditions were ripe for an advance in the older sections of the Province. Meantime Model Schools were created at Rat Portage (Kenora) in 1903, and in the following year others at Sault Ste. Marie and Port Arthur. The attendance was small, but they served to increase the supply of qualified teachers, especially for rural schools, the higher salaries of urban schools serving to attract

to themselves a superior grade of teachers from the counties.

The North had now passed through a long period in which with little direct Departmental attention it had been compelled to shift for itself. With the exception of a few daring spirits who, with higher qualifications, ventured from choice or force of circumstances to cast their lot in these remote parts, the rural schools were compelled to thrive as best they might on the misfits, the discards, foreign importations or the immature product of the South. But the dark days had passed. With the discovery of great areas of agricultural lands and of mineral wealth, as yet undreamed of, the conviction seized the public mind that the wild, neglected hinterland of Ontario was yet worth while. When the resulting tide of settlement moved North and population multiplied by leaps and bounds, education must needs go hand in hand with numbers and material progress. Local supervisors with knowledge of the needs suggested and appealed, central authorities considered and responded with added interest, and the revival took form in improved machinery and increased financial aid. Thus the Northland launched on a new era of promise.

In 1906 it was decided to substitute for the widely distributed Model Schools an extension of the higher grade and better equipped Normal

School with a view to improving the professional qualification of teachers. It was determined that one of the four additional schools required should be located in the Districts. North Bay was the chosen centre. But it was readily recognized by those intimately acquainted with the conditions that it could not operate on the same basis as the other Normal Schools for evident reasons. In the first place if it were to draw its supply of students solely from the constituency it was designed to serve, *i.e.*, the Northern Districts, the numbers would be extremely limited. There were few advanced schools—*viz.*, Fort William, Port Arthur, Kenora, Sault Ste. Marie, Sudbury, North Bay and Gravenhurst,—along with a few Continuation Schools, from which to draw the material. Moreover in a young country of great material resources, calling for development, the resident youth would be attracted to the more practical and more lucrative pursuits rather than to the cultural professions. Students from the South, would take their chances near home rather than trust to a precarious fortune in an institution some hundreds of miles away,—for the Districts count their mileage in hundreds, from any central point. Lastly, living expenses were vastly higher than in the older sections of the Province.

In view of these facts, special conditions must be provided. The school must draw its material

from the better populated areas of the Province as well. It must protect its students in their unduly large expenditures dependent on distance and increased cost of living, and it must provide for training a lower grade of teacher supplied from the Continuation Schools in the Districts in order to foster local interest and local development. Consequently on the opening of the Normal School in September 1909, the following provisions were designed to meet the situation:—\*

(1) The sum of \$1.50 per week of the cost of board and lodging was offered each student whose place of residence was more than three miles from North Bay.

(2) A rebate of one return railway fare was made to each student to and from his home.

(3) A Model School department was added to the organization, open only for the fall term.

One condition, looking to the improvement of teacher supply in the North was attached to provisions (1) and (2) above, viz., that the students participating in this special aid undertake to teach at least three years in the Districts or reimburse the Department proportionately for any unexpired portion of this time. One year later the amount of aid was advanced to \$4 per week,<sup>†</sup> as the previous

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\*See Minister of Education Report 1910, p. 163.

†See Normal School Syllabus, 1911.

amount was found to be inadequate, when the original provision was put to the test. The wisdom of increasing the amount may be readily deduced from an examination of the following table:—

Year.	No. in attendance in Normal	No. in attendance at Model	Total Attendance
1909....	44	23	67
1910....	29	11	40
1911....	54	14	68
1912....	60	19	79
1913....	72	18	90
1914....	67	13	80
1915....	137	11	148
1916....	125	17	142
1917....	123	16	139

The method of subsidizing students is not a new departure. In the early history of Ontario it was adopted in connection with Toronto Normal School. It has the distinct advantage, as applied here, of a *quid pro quo*,—viz., three years' service in the Districts for each student who accepts aid.

That the establishment of the Normal School under these conditions has justified itself is amply proven by the more adequate supply of teachers, the improvement of the standard, the reduction of the number of unqualified teachers and the general uplift in the educational tone and spirit of the North.

*Teachers and Certificates*

Year	No. of Teachers in Districts	Temporary Certificates	Percentage of Total	Second Class Certificates	Percentage of total
1902	402	118	29	95	24
1903	467	135	29	98	21
1904	467	155	33	94	20
1905	458	...	..	65	14
1906	504	187	37	54	11
1907	...	209	..	..	..
1908	583	215	37	36	6
1909	608	214	35	38	6
1910	617	328	53	44	7
1911	840	388	46	255	30
1912	935	310	33	282	30
1913	937	282	30	327	35
1914	1,017	175	18	367	36
1915	1,102	136	12	463	42
1916	1,143	137	12	510	45
1917	1,150	138	12	543	47

It is readily seen from the above table that the percentage of unqualified teachers was steadily increasing, until the Normal School made its influence felt, when there was a continuous and, indeed, rapid decline from 53 per cent. to 12 per cent. An equally interesting and instructive comparison is found in the list of Normal trained teachers. Up to the opening of the Normal School there is a decline to 7 per cent. after which there is a sudden rise to 30 per cent. and from there a steady advance to 47 per cent. in 1917. Almost half of our teachers in the Districts are now Normal trained, while

prior to 1910 there was an excess of qualified teachers possessing District or Third Class certificates only. Of the various Districts North Nipissing, Algoma and Temiskaming have benefited most decidedly from the advent of the Normal School, the ratios being 85, 132 and 105 respectively, the increase of schools during the "Cobalt boom," in the first and last tending to hold the percentage lower proportionately than that of Algoma. The above is a remarkable revelation indicating clearly what aggressive measures have accomplished and inversely, the disastrous fruits of mere passivity.

It is evident therefore that the teacher supply in number and quality has been greatly improved. By the erection of a Normal School, and supplementing it by Model and Summer Schools, a distinct advance has been made. In 1913 there were but 63 rural teachers holding Second Class Certificates, in 1917 there were 283. On the contrary there were then 620 teachers holding certificates of lower grade, by 1917 there were but 508. Temporarily qualified teachers have dropped in the same period from 293 to 138. This should indicate the future direction of progress on the same promising lines.

But it must not be judged that the presence of the Normal School was the only cause. Others were in no slight degree contributory. A new and

improved schedule of legislative grants,\* based partially upon the qualifications and experience of the teacher, increased the available revenue and prompted the payment of higher salaries for the return it would bring. This reacted favourably on the general level of qualification tending to eliminate the uncertificated and lower-grade teacher. The untiring efforts of the resident Inspectors was one of the most potent factors in the amelioration of conditions. By systematic urgency upon the need and by education of the Boards, as well as by direct effort through personal correspondence and advertisement, they managed to procure and retain the services of the best teachers.

Another reason remains. New Ontario had at length come into the lime-light. What had been long looked upon as a barren and indeed negligible area was discovered to be potentially the richest section of the Province. Men's eyes were directed to a new point of the compass. The tide of east and west travel in Ontario turned north, and, mingled with the pioneer and the capitalist, the homeseeker and the future industrial makers of the North, was to be found the young vigorous and ambitious teacher eager to test new fields where competition was less keen, and chances more promising.

Thus New Ontario has, in the past decade, risen not only in the industrial world but in the domain

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\*See Minister of Education Report 1909, p. 204.

of culture to contest supremacy with the best in the Province. Her schools are new, built on most modern designs, well-equipped and above all well-manned and fitted to lay sure and sound the foundations of educational progress.

## CHAPTER X.

### PINCHING TIMES AND PUBLIC AID

**T**HAT there are glaring inequalities in the social and economic spheres even in the best administered commonwealths no one will deny. It seems to be an anomaly with which social constructive forces as yet are unable to cope. That a like condition should find a footing in the educational sphere to fetter helpless and innocent childhood at the very threshold of life is still more to be regretted. The man who moves to the frontier lines of civilization to hew out a home for himself and, incidentally, to enlarge the public domain and add his quota to its actual wealth, pays an undue price for his daring service when he not only sacrifices his own comforts but penalizes his children and discounts for life the chances of his growing family. Against such a calamity, every protection should be offered by the State which profits by his labour. The child of the "shack" has the same inalienable right to a finished education as the child of the palace. It may be his fate, but not his fault, that he is not nurtured in the lap of luxury; it should indeed be rather his glory to have been born in the ranks of destiny where he is inevitably bound to wield his energies in adding something to

the active wealth of the world rather than draw his maintenance from it without adequate return.

It was far from the plan of the broad-minded founder of our democratic educational system that such should suffer by comparison with those more fortunately placed. In a letter to Boards of Trustees expressing gratification with the "grand consummation of Free Schools," he puts his position thus:—"The Law thus makes every man in proportion to his property which is protected and increased in value by the labour of all, liable for the education of every child in the land."\* This is no parochial principle he is advocating, but one of at least Province-wide sweep. We have followed him to a certain limit. We have broadened out the incidence of the burden to the section, the township, and even faintly to the county unit. But the Province-wide unit is yet largely a dream. The words of the poet:—

"For West is West and East is East  
And never the two shall meet,"

had been almost true, *mutatis mutandis*, of the North and South of our own Province, at least in earlier days, so much the worse for both.

We see, with wearying persistence, in the reports of those days, such sentiments as the following: "Schools closed through utter inability to pay

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\*See Historical Educational Papers and Documents, Vol. IV., p. 203.

teachers for longer than three months in the year"; or "It is absolutely necessary to hire uncertificated teachers—they cost less," or of the teacher himself, "they cannot afford to pay even the annual superannuation fee of \$2.00 to protect the future of themselves or families." That the central authorities were not seized with the seriousness of the situation is clearly evident from the official statistics. By way of specific figures, Peter McLean, in his report of 1882, states that "46 schools in Algoma received only \$1,107 while many single townships at the front with but one third the number of schools get about as large a sum." In Parry Sound the conditions were still more deplorable—"But \$426 was received for 44 schools while Halton County received \$664 for 16 schools."

In the year 1887 his successor Rev. George Grant, states the position as follows: "Some uniform system of granting aid from the Poor School Fund is much needed,—uniform both in respect of individual schools and in respect of the districts receiving aid. The system foreshadowed in your circular of last session, asking for information as to the assessment and rate per dollar paid by the section and the length of time this school was open during the year appears to be sound in principle."\* Evidently the County Inspectors were then

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\*See Minister of Education Report 1887, p. 136.

wrestling with a similar problem, but in less aggravated form. F. L. Mitchell, M.A., reports thus for Lanark County: "Nothing would tend more towards the equalization of the expense of education to the individual than an appreciable increase in the amount of these so-called school grants. A system can scarcely be called free when the cost is at the rate of 20 mills and over to those residing in one section and about 2 or 3 mills to those residing in another section in the same county, often, in the same township."\* This is a very sane comment on the principle involved in the system. Further, he states, "Until the present year, the claims of the Poor Schools of the county have been denied." If this be so prevalent in the counties we cannot wonder greatly at the lack of attention to the District Schools, not that the need was not much more urgent, but they were more remote, less prominent in the public eye, and less capable of making their influence felt.

A glimpse into rural life in the North even to-day will reveal the fact that the needy section is no rarity. In a growing country, ever incorporating virgin territory under settlement, there must ever be the small, isolated, struggling community distributed along the frontiers. We can see the small clearing in the forest, in the heart of which is the

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\*See Minister of Education Report 1887, p. 130.

settler's home. Outside you will find little that is convertible into cash. The spruce forest about him he has to clear. If close enough to the railway to market it he may make wages but little more. If not, he must cut it, burn it as slash, and reap no pecuniary benefit from all his labour. Then in the midst of the stumps he may plant a few potatoes or hardy vegetables and possibly, with the aid of a "drag," sow a small quantity of coarse grains, and take it as a blessing if all is not caught in early frosts. From the native timber he has cut he builds himself a log "shack," a but and not even a ben, one storey, usually with flat roof and walls chinked with native moss or clay. Fortunate, indeed is he that, with a stove, he has ample fuel without, to keep his little group warm during the arctic winter. Inside this humble shelter are his helpmeet and four or five hungry mouths to feed day by day. Where is the food to come from, withal? Search where you will you fail to find. But these little ones must be schooled as well as fed. But schools cost money, first, for building and equipment, and lastly and all the time, for maintenance. Primitive though the building be, it will cost some hundreds. When it comes to support, salary alone must be at least \$600 per annum. You look about upon this straggling little settlement of a half dozen or so families, and you are puzzled as to how it is done. It is magnificent, it is heroic

but it is not justice, and only those who have seen, understand and truly sympathize. A wider diffusion of knowledge, a broader democracy, a wider humanitarian spirit is what is needed. Comfortable easy-chairs and cosy fire-places are poor van-



"A FIRST FOOTING IN THE FOREST."

A Pioneer "Shack."

tage points from which to view the needs,—the mental telescope won't carry, the visibility is low, the perspective is distorted and illusive.

The following table presents in a graphic manner the history of regular grant conditions in as far as it was obtainable for District Schools:—

Year	Total Grant	No. of Schools	Average Grant
1876	\$1,260	42	\$30
1882	1,533	90	17
1886	3,000	175	17
1890	5,500	213	26
1898	35,000	250	140
1910	91,317	610	150
1916	130,171	667	195



A PIONEER SCHOOL (EXTERIOR).  
On National Transcontinental.

It will be noted that the grants previous to the close of the nineties were merely nominal sums. During these years the Districts themselves had been raising over \$70,000 per annum and receiving some \$3,000 or \$5,000 in the way of legislative aid,

or from 4 per cent. to 6 per cent. In the year 1898 the seriousness of the condition made itself felt, and there was a sudden and welcome increase to \$35,000, or about 30 per cent. of the total cost of support. To-day the average regular grant is about \$200, which serves more fully to equalize the



A PIONEER SCHOOL (INTERIOR).

"Citizens in the making."

cost of education, though the desideratum of uniformity is far from reached. The average cost of education per pupil in the Districts is now \$40 as compared with \$25 in the counties, an undue proportion of which is still paid by the ratepayer, as will be seen later.

As we have stated the "Poor School" grant was administered in early days on no systematic basis. The history of distribution is not available, as assistance filtered through various channels official and non-official as well, the amount depending upon the need, influence or indifference of the sec-



THE "OLD LOG SCHOOL," NORTH BAY, 1884.  
Miss E. K. Foster (Mrs. W. J. Kellogg), teacher.

tion. It was not indeed till 1904 that even the county needs were met in a systematic way. In 1904 the first definite undertaking on the part of the Department was set forth thus:—

"The Inspector shall submit to the County Council at the regular meeting thereof in January or June of each year, a list of the schools of his inspectoral division where the assessment for school

## PINCHING TIMES AND PUBLIC AID 229

purposes is insufficient for the proper maintenance of the school and shall indicate in each case any special reason why the statutory grants for school purposes should be supplemented by the County Councils.

All schools receiving grants either from the Township or County Councils shall receive from



KING GEORGE PUBLIC SCHOOL, NORTH BAY.

the Poor School Fund voted by the Legislature the equivalent for such special grant.”\*

It will be noted here that no mention is made of District Schools. In the North, there is no County, and, in many cases, no Township Council. Under such conditions, the section can receive no general aid but must stand upon its own resources aug-

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\*See Minister of Education Report 1904, p. 110.

mented directly by the regular grant and any special grant the legislature is pleased to allow.

In the year 1906 a well defined effort was made to place all schools, both County and District on an improved grant basis. Hitherto the allotment had been made on the basis of the ratio of average attendance to the total average of the Province. This purely per capita basis was found to be unfair



COLLEGIATE INSTITUTE, NORTH BAY.

and inequitable. It was especially unfair to the frontier schools, where numbers must necessarily be few but needs great. The new act aimed at equalizing the cost within the township by larger general grants, the poor school sharing equally with the wealthy in the distribution and by extra

special legislative grants on basis of teachers' salaries, character of accommodation and value of equipment. This was a manifest boon to the weak schools of organized townships and tended to improve the working conditions, but it assisted the schools in unorganized townships not at all as



PUBLIC SCHOOL, HAILEYBURY.

there was no organization to make the general collection. The sum of \$12,000 was therefore voted for the Poor Schools in the Districts. For the first year this sum was to be divided equally among such schools as could be designated, "needy."\*

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\*See Minister of Education Report 1906, pp. 138-139.

The following table sets forth the grants for Assisted County and District Public and Separate Schools, for the past decade:—



CENTRAL PUBLIC SCHOOL, SAULT STE. MARIE, ONT.

	District Schools	County Schools
1906 .....	\$12,000.00	.....
1908 .....	18,406.71	\$22,210.36
1910 .....	15,023.00	18,486.24
1912 .....	20,694.86	19,764.79
1914 .....	10,285.00	24,321.95
1916 .....	9,009.00	20,719.78
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Total .....	\$85,418.57	\$105,503.12

The change was most welcome. It enabled small settlements to supply accommodation as soon as the number of children warranted it. Under previous conditions they must suffer until the section became more nearly self-supporting. It made it possible for sections labouring under permanent disabilities, such as contracted section limits, sparsity of population or other uncontrollable conditions, to place their children on a parity with those in more favoured sections, and the action was not long in making itself felt in the extension and improvement of school facilities.

The table, however, reveals a rather striking tendency to lower the assisted aid to District Schools and on the other hand increase the total to the counties. This is difficult to explain in the light of the fact that section conditions in the counties are largely static, whereas in the Districts growth goes on apace, new and (these are in all cases, needy) schools are rising everywhere on our frontiers and the large majority of our sections are immeasurably weaker than those of the counties. The following table sets forth the real facts of the cost of maintenance in a comprehensive and convincing manner:—



COLLEGIATE INSTITUTE, PORT ARTHUR.

## PINCHING TIMES AND PUBLIC AID 235

### *List No. 1 (Needy Sections).*

	Assessment		Rate of Taxation	
	District Schools	County Schools	District	County
No. 1	\$5,220	\$31,905	50 m.	20 m.
No. 2	9,519	37,503	45 m.	16 m.
No. 3	12,000	41,446	60 m.	14.6 m.
No. 4	12,575	50,909	48 m.	12 m.
No. 5	13,017	63,000	40 m.	9.5 m.
No. 6	15,000	65,606	46 m.	9.2 m.
No. 7	20,600	67,134	37 m.	8.9 m.
No. 8	21,366	70,000	38 m.	8.5 m.

### *List No. 2 (Stronger Sections).*

No. 1	43,787	178,560	8	2
No. 2	71,940	179,925	5.8	1.7
No. 3	81,081	182,570	7.4	2
No. 4	94,365	189,700	5.8	2
No. 5	109,905	235,250	6.1	1.8
No. 6	128,730	245,700	9	1.4
No. 7	164,159	266,272	8.5	1.4
No. 8	176,032	307,434	5	1.8

I have been quite careful not to include in List No. 1 the sections of our districts having lowest assessments. We have some under \$5,000 and a few under \$3,000. Neither in the County schools have I listed any from North Hastings or North or South Frontenac as these are in the Laurentian area and should rightly be classed with the District Schools from the point of view of self-support. On the other hand the Districts have comparatively few schools of over \$50,000 assessment.

The annexed table indicates the total sections in several classes:—

Total No. of rural school sections in Districts—671.

Assessment	No. of School Sections
Under \$5,000 .....	6
Under 10,000 .....	69
Under 20,000 .....	244
Under 30,000 .....	391
Over 50,000 .....	65
Over 100,000 .....	26



CENTRAL PUBLIC SCHOOL, FORT WILLIAM.

## PINCHING TIMES AND PUBLIC AID 237

The above tables reveal many significant facts. In many counties there are few schools *under* an assessment of \$100,000, in Northern Ontario there are only 26 out of a total of 671, or less than 4% *over* this sum. Again we have much more than



ST. MARY'S SEPARATE SCHOOL, NORTH BAY.

half our schools under an assessment of \$30,000. These would certainly be classed in the "Assisted School" list, as they must pay 20 mills on the dollar or over. It is evident that the residents of the Districts are paying from three to five times the taxes

for education that their neighbours in the counties are. It may be asked if assessment is on the same standard. Experience goes to prove that with few exceptions it is. Who would be willing to be assessed more than \$600 to \$1,000 for a bush lot with small clearing and "shack," pay \$20 to \$30 in school taxes only, and have his children walk three miles on almost impassable roads? Much has been done, and chiefly within the past decade. Much still remains to be done. Such inequality should be removed, and it can only be done by distributing the burden not only for the Districts, but for needy sections in the counties, evenly over the Province, thus removing the intolerable burden from those who are faithfully adding their quota to the wealth and the material progress of the Province, while sharing few of its comforts.

## CHAPTER XI.

### THE FUTURE

"Surely there is a vein for the silver  
And a place for the gold where they fine it.  
Iron is taken out of the earth  
And brass is molten out of the stone.  
As for earth the stones of it are the place of sapphires,  
And it hath dust of gold.  
But whence shall wisdom come? And  
Where is the place of understanding?"



AGRICULTURAL CONTINUATION SCHOOL, NEW LISKEARD.

**W**E have now passed rapidly in review the history of Northern Ontario, a space covering something less than half a century. We have but lightly touched upon its economic devel-

opment, but sufficiently to note its rise from a condition of obscurity to a place of distinction in the industrial world. Our forests, we know, have furnished millions of feet in lumber and thousands of cords of pulp, but we have billions in lumber and millions in pulpwood still to spare. In nickel its



SOLDIERS' AND SAILORS' TRAINING SCHOOL, MONTEITH.

resources are practically inexhaustible. It controls the markets of the world and might in this time of crisis have dictated the destiny of nations by its dominant position in regard to this most useful of economic minerals. In gold and silver it has produced over one hundred and ninety millions dollars' worth in little more than a decade, yet only

the fringe of the territory has been touched. Every year is bringing fresh fields to light and the variety and magnitude of its mineral wealth is yet undreamed. Its agricultural possibilities too are but coming into view. It has fertile areas as large as Old Ontario and as promising as the plains of the west, lying still untenanted. Its ungarnered wealth is beyond computation, and it promises, under careful administration, to place and keep Ontario in the premier rank among the Provinces.

We have set forth at greater length the educational history and achievements of the North, and these, notwithstanding its youth, are far from insignificant. Forty years ago there was scarcely a settlement worthy of the name. Thirty years ago there was a dim prospect of finding it habitable. To-day we count our numbers by the hundred thousand. And through all these years we have found education keeping pace with growth. We have seen the pioneer Inspector penetrate into the remotest confines and bring to the hardy settler far from the bounds of civilization the needed school facilities, recking not the cost. And there is now scarcely a family group but has its chance for education, primitive though the conditions be. It meant no slight sacrifice and no honour is too great for those who have laid the foundations and set the currents of educational life moving in the proper channels.

The claims of higher education too have been satisfied. As communities rose to organized status they were at first compelled to draw their leaders for the cultured professions and industrial trades mainly from the South. In due time higher institutions of learning evolved and to-day our graduates share the honours with the older sections of the Province. It is scarcely an open question if the advanced schools are not superior to many of those of longer standing in the matter of architecture, equipment and convenience; for herein Boards of Education have profited by the experience of those of earlier days. In cultural value, they hold no second place to those which have long out-distanced them in years.

But what is the educational significance of this vast material heritage to which we find ourselves heirs? "Where shall wisdom be found?" Surely these two branches of our life, the cultural and the industrial are not to run in different channels with no point of contact. Are the educational forces to have no bearing upon the social and economic conditions about us? Too long has the school remained bondman to this mediæval conception. Through the accumulated knowledge of the past and the corresponding multiplication of books the school found itself in possession of a stock-in-trade all its own. It was no longer beholden to the times in which it laboured, but drew freely upon this

limitless material. It set up its own specialized machinery, fortified itself by certain spurious pedagogical formulæ and evolved a standard of measurement of results, viz., the literary examination, as artificial as the system. Rousseau put a telescope into the schoolman's hand and bade him look out upon the *real* world with its practical needs and its insistent demands for attention, but he put it to his blind eye and declared he saw nothing. Froebel placed the *real* child in the midst of the school world and bade it recognize *his nature* and *his needs*, but they whipped up the educational juggernaut and left him to his fate. Each sounded a very genuine note, but the world then was too self-satisfied and sceptical of change, and even now the fruits of their foresight are all too sparing in the schools of the day. The child cannot and should not at any stage be isolated from the social and economic forces that play upon him. The school is merely the medium through which the child is led to participate in the natural life about him in a helpful and an intelligent way, and the teacher the instrument through which that vital contact is assured.

There is no stage, even of elementary education at which this is not essentially true, but there *is* a stage at which the school and the home, the school and the farm, the school and the shop, the school and the forest, the school and the mine, should come

most intimately into touch. This should come before the youth graduates fully into the active affairs of life. The *theory* which he acquires in mathematics and science should not be left in his possession as a *mere mental abstraction*. The world is the real laboratory of the school in any and every branch of education and at every stage, but peculiarly so in those branches which bear a definite relation to the practical arts and industries of life. Such are all forms of Engineering,—civil, electrical, mining, mechanical; Textile Work, Designing, Manufacturing Chemistry, Agriculture, Applied Mechanics, Home Economics, etc. A well-adjusted co-ordination of the scientific and the practical in direct connection of the school with the mine, the soil, the forest, is fundamental, on the one hand, to efficient education, and, on the other, to the great problem of economy in production and distribution and in conservation of resources. It will obviate the incalculable waste in our schools due to the vain effort to make theory intelligent when divorced from practice, and it will bring a large measure of scientific knowledge and research to bear upon our industries.

It was this conviction that led to the present movement in favour of technical and industrial schools, in which Northern Ontario was among the first. Sudbury is in the heart of the great nickel area. In 1910 the High School Board established

a technical school for mining in affiliation with the High School. A similar school was later established at Haileybury in the silver area. In the former, two courses are provided, a longer course of four years open to regular students of the school wherein they have opportunity for a complete academic training in English, Mathematics and Science along with technical studies in surveying, mining, smelting, metallurgy and assaying, and a short course open to prospectors, miners and smelter-men. Provision is made for prospecting excursions and visits to the neighbouring mines to observe the various operations. Similar conditions prevail at Haileybury. At Sault Ste. Marie a Technical Institute was added to the High School at a cost of \$22,000. It is provided with metal and wood-working rooms, Mechanical Drawing Rooms, and others for Home Economics. A special feature in the organization is the Factory Co-operative classes. These consist mainly of apprentices of the Algoma Steel Corporation who devote part of their time to technical instruction in the school, no deduction in wages being made for time so spent, and the period of apprenticeship being reduced in proportion to the progress made.\* In addition to these, evening Technical and Industrial classes have been established at Fort Wil-

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\*See *Schools and Colleges of Ontario*, Vol. II., p. 35; also *Royal Commission on Industrial Training*, Pt. IV., p. 2173.

liam, Port Arthur, Parry Sound and North Bay, in Commercial Work, Art and Designing and Household Economics. Thus Northern Ontario has laid a substantial foundation in this type of Industrial School.

The initial success of this movement indicates the lines of development. While much has been accomplished through classes affiliated with our High Schols in Mining, it may be that a minimum number is benefited. We should bring the school to those who need its service, instead of relying on them to seek out sources of self-improvement. Large numbers of miners, smelter-men, etc., are connected with the mines and works at Mond, Crean Hill, Creighton, Garson, Copper Cliff, Coniston, Cobalt, Giroux Lake, Timmins, Schumacher and Kirkland Lake. Evening classes conducted here under skilled instructors should be well attended and would react favourably on the economy of production, and conservation of waste. There is an alarming improvidence in our methods of mining. Tailings and dumps have been as rich as some low-grade mines. Drifts and stopes abandoned for richer and more productive veins, are visual evidence of wanton waste. Scientific oversight, instruction and inspection alone will serve to stem the tendency and encourage economy and should be systematically undertaken.

But in the forest industry we have parallel con-

ditions. For years we have been discussing the problem of forest preservation. Our attitude is still no more than academic and doctrinaire. College experts have enunciated the principles of scientific forestry. Conservation Commissions have published volumes of facts. Let us come down from the forum, and enter the field of action. It is time for a practical forward move. Our wealth has been exploited and squandered in most reckless fashions as though we had endless reserves. Fires have made immense inroads from year to year, prodigal methods of deforestation, repeated cutting of undergrown timber on old limits, the ravages of the saw-fly and other pests, are all sources of tremendous waste. We have reorganized our fire protection system under pressure of recent fires, and for some time have supported forestry branches in our universities. But this latter is merely theoretic and brings no practical return. We have exhausted our efforts in platform and paper reforms. Practical Schools of Forestry should be established in proximity to our timbered areas. North Bay is almost in the heart of the original Northern pineries. It is within a few miles, by four different lines of railway, of our greatest forest reservations,—Algonquin Park and Temagami Reserve. A school here might, like similar schools on the continent, deal with scientific deforestation and afforestation, investigate prac-

tical work of the former kind, inspect and exercise oversight of it in the numerous camps during the winter, and engage in scientific replanting of depleted areas in the spring and summer seasons. In the work of reconstruction after the war numbers of returned soldiers might well be so employed. Thus we would conserve our present wealth, protect it from wasteful methods, and ensure a permanent supply of this most valuable national asset.

The railways have always attracted a considerable number of our youths to the various branches of their extensive organization. Two large divisional points in New Ontario control sections of the transcontinental and lateral systems, viz., Fort William in the west and North Bay in the east. At these two points large numbers have been making the best of their chances by the use of manuals and by attending occasional lectures in travelling instruction cars on signalling, despatching, engine-draught, effect of grades and curves on haulage, air-brake construction, mechanical designing, and other kindred subjects. In lieu of direct instruction, many have identified themselves with the International Correspondence Schools, from which they have drawn an uncertain return quite out of proportion to their expenditure of time and means. Technical evening classes might well be established at such points as North Bay, Fort William,

Sudbury, Sault Ste. Marie, Cochrane, from which ambitious students might derive the advantage of personal instruction in the various branches. These might be supplemented with training in English, Mathematics, and Commercial work of a type suited to the special requirements.

In connection with the Camp Schools movement, whose chief merit lay in a happy composition of forces which served well both the young and adult, the workman and his child (a near approach to the folk school), certain facts were borne in upon the writer which are worth weighing. First, there is a considerable leisure that is filled most unprofitably. In the lumber and construction camps long evenings are worse than wasted, but in the mining camp, where there is improved organization, the loss is much less noticeable, though serious. In the former two, hours seem to run from dawn till dark, with a tendency to trench upon the night in various subsidiary duties. Here comes in the fact of human limitation. The tired frame, which goes hand-in-hand with the sodden intellect, has no energy left for self-improvement—all is laid on the altar of service (I had rather said serfdom). And again, there is no systematic provision for self-improvement. The absolute barrenness of the average camp in all that stimulates to mental freshness or wholesome employment of leisure is altogether disheartening.

The Reading Camp movement has done yeoman service in spite of popular apathy and lack of systematic support. The Library movement might well extend and adapt itself to this end, supplying reading matter, current newspapers, magazines and books. Day and evening classes might be established where foreigners could acquire a reasonable acquaintance with the English tongue and all, a working knowledge of our Canadian system of computation, of keeping accounts, of the geography and resources of the country, the history of the Empire, and as well could gain a more intelligent insight into the principles that govern the occupations in which they are engaged. But this demands leisure, and still more leisure, not merely the fag-end of the day when the worn-out system calls for nature's restorative. It requires shorter hours of labour,—the firm or corporation must not take the entire toll of the workman's time and energy. This means legislation, it means systematic inspection, it means constructive organization of forces. Surely we are not either incapable or apathetic. If we need factory oversight, we certainly need equally camp inspection from the educational as well as the physical and industrial standpoint. So long as we have millions of acres of unharvested timber and untold quantities of mineral wealth, camps will be multiplied indefinitely, and the conditions reproduced far and

wide. May we not hope that the legislator will intervene to protect the labourer, and that the library, the school and all benevolent forces may take up the task and co-operate with the plant owners and employers in providing machinery that will do much to save the employee for intelligent and progressive citizenship.

The agricultural possibilities of the North cannot be ignored. An area almost as great as that of Old Ontario lies awaiting development in our great hinterland. Here, too, educational forces should be brought into play, misconceptions eradicated, and positive values proven by practical demonstration. Hitherto the chance pioneer has been left largely to himself to struggle on unaided against a too often adverse fate. To his spirit and force the stubborn forest has first to yield, and in the diminutive clearing that scarce lets in the sun, the "shack" is raised to house himself and family from the arctic winter. But even when the clearing has attained respectable limits, the battle has just begun. The ice-king holds the great swamps and muskegs in his embrace far into spring and even summer, the far-flung forests about him still retain the chill and damp and close out the pervading warmth of the sun, frosts, early and late, seeding and harvest rains, short seasons, forest fires,—with all of these he must contend. But he has been an indefatigable fighter and nothing can daunt him.

He has proven up the possibilities of the region, and we must accept the verdict of facts. A finer quality and a more prolific yield in hay and clover, in grain and vegetables have in few parts been found.

But shall we leave him to his fate? We have not. A fair start has been made to join forces with him and lend him the aid of science. Two Demonstration Farms have been opened up, the one to the west at Dryden, the other to the east at Monteith. The former was, some time since disposed of, and aggressive development was in neither case undertaken. But a revival is afoot at the last-named centre. Modern farm buildings for housing grain and stock have been erected, clearing and cultivation has proceeded, and all branches of progressive farming are now being carried on under expert observation,—grain-growing, market-gardening, tree, plant and fruit culture, stock-raising, dairying, etc. Certain well defined facts and principles have been educed to guide the farm industry and conserve its products in the North where altitude, length of day and season, forest influence, soil texture and climatic conditions generally make it a special problem distinct from the South.

But this is not the only point at which tentative effort is being put forth to improve conditions. Demonstration Farms are now in process of organ-

ization at Kapuskasing (some 600 acres), at Matheson (160 acres), and a smaller one at Hearst. Industrial Farms near Sudbury and Fort William, while primarily designed to reclaim our criminal element, are serving to open up the country. A plant-breeding station at the latter point, and a stock-judging pavilion at New Liskeard reveal the fact that it is fully the intention to carry on the research in the entire work of husbandry abreast, and on a well-grounded scientific basis. At New Liskeard, too, it is proposed to erect an Agricultural School in connection with a Demonstration Farm and in direct affiliation with the academic institutions of the town,—a truly agricultural High School, the first of its kind in the province. This should form a co-operative centre with the neighbouring well-developed and settled rural districts, and become itself a nucleus from which influence will ramify to the newly-peopled and expanding lands to the north. A further departure, incident to the times, are the now completed Soldiers' and Sailors' Training School at Monteth, a commodious and well-appointed building under expert management, and a proposed building of similar nature, at Kapuskasing, for the training and re-education of returned soldiers and other citizens in the science and practice of agriculture. This is not a work of supererogation. We propose to begin in a measure where older lands

end,—on a scientific basis. When we recall that here lie over sixteen million acres of as perfect soil as is to be found in the Dominion, and further that the larger part of it is south of the latitude of Winnipeg, we have occasion for confidence in its potential worth and the fruits of rational development. Sceptics may scoff, but a brief decade or so has done more in the North than treble that in the primitive days of Southern lands. Irrepressible optimism is the breath and spirit of the North and indomitable pluck and perseverance in practice. Co-ordination of effort on the part of the central authorities,—the Educational, Agricultural and Colonization Departments, in the way of liberating the waters from the low-lying areas, scientific deforestation, drainage, and cultivation, and a rational scheme of settlement will transform this area into a strong and worthy competitor with the sunnier South.

We have now seen the bearing of education upon our physical and industrial conditions. It remains to see the lines of advance of our present academic system and to discover where it may be made more effective.

First let us look at the conditions of financial support. The government has adopted a principle which has practically world-wide sanction, viz., that financial support shall rest *primarily* upon the unit which draws the benefit,—the section, town-

ship or county,—being so distributed as to equalize as much as possible the burden; and secondarily upon the central or controlling authority in the form of subventions allotted on some carefully defined basis. Part of such grants is now designed to promote some specific improvement in teaching, equipment or accommodation, but a certain proportion is based on the financial strength of the section, and rises or falls in inverse ratio thereto. This is rational in principle and salutary in practice. The general basis of allotment is the same for the District as the county but the fixed proportion is larger.

The effort to equalize the burden by distributing the general municipal grant over the entire township is largely ineffective to this end in the Districts for two reasons; first, many townships are unorganized, and secondly many organized townships have but few sections, often one or two only and these are frequently equally needy. This makes it necessary in the Districts to rely not mainly on the township unit for equalization but upon the Province, since there is no county organization. Thus the Assisted School grant becomes a necessity. That there should be some uniform basis of allotting such grants is essential. More than half the rural schools in the Districts might be designated as "needy" schools, that is, their assessment is approximately \$20,000. Judging that

they must raise \$550 per annum apart from legislative assistance their rate must be about 27 mills on the dollar, while those with but a \$10,000 assessment will pay more than 50 mills. Compare with this the average rate in many counties, which is not more than 5 to 8 mills. This is surely far from realizing the object that cost be equalized and none unduly burdened. Moreover if we divide the total assisted grant in the Districts for 1916 among these 300 schools we find each would receive but \$30, a merely nominal sum sufficient only to reduce the tax rate from 27 to 25.5 or from 50 mills to 47. It is thus plain that, though during the past ten years the central authorities have been exceedingly generous compared with earlier days, there is much room for improvement. It may be said that every new school section is a needy section, and many never cease to be because of physical or other disabilities which cannot be overcome. Shall we not then adopt the principle that every section whose rate on an approved assessment is more than a maximum of, say 10 mills, shall receive such public aid as will reduce it to this amount. It is undoubtedly unfair that one parent shall endure all the hardships incident to pioneer life, his child travel over almost impassable trails and he pay 30 to 50 mills on the dollar while his more highly favoured brother Provincial lives in comfort and pays but 1 to 5 mills for the education of his

children. This is far from the ideal democracy, and so long as this exists we are far from justified in proclaiming to the world our system of "free" schools.

But in the next place, if the State is to contribute so generously, it must assure itself that all are benefiting in an impartial way. Since distribution would depend upon assessment, it is essential that this be on a uniform basis. This is now left entirely to local initiative. Thus the standard may be subject to wide variation from the normal, through incapacity or inexperience of assessors or through manipulation in order to ensure larger support. The employment of Assessment Commissioners or Inspectors who would act as adjusters over large areas of the Districts seems to be the only safeguard. This experiment was tried in certain parts, where competent evaluators were not available, at the suggestion of the writer, and proved most satisfactory to all. A Municipal Bureau under one of the Departments of Government could well control this important branch of municipal administration. While local assessors would still act and local autonomy would not be interfered with, by expert equalization the Department of Education and the paying public would be mutually protected.

A serious problem in the North is that of financing the building and equipment of schools in new-

ly-created sections. Many such sections are held up through inability to float debentures. Private lenders and loan corporations are sceptical of the financial strength or the permanence of the section, or it may be they lack faith in the country. They therefore either decline or exact exorbitant terms. This often defers necessary action of the section to the detriment of the children who remain unprovided with school facilities. Or again, the possible loan is so limited in amount that the section must be satisfied with the most primitive accommodation.

A movement has been instituted recently known by the name of rural credits. It is a belated blessing. The rural community is the last to receive consideration from the money interests. Any infant industry will command a hearing before the farm, and receive aid on much more doubtful collateral. As, therefore, the ordinary commercial channels seemed closed to the farmer, the government has at length stepped in to supply the need. Why not extend this system of rural credits to new and struggling school sections? No embargo should be put upon the new section and indirectly upon the child. If the Board of Trustees borrows \$1,000 for a five or even ten year term it will add at least 8 to 10 mills to the rate of the average section and possibly double this to the poorer. The government has undertaken to guarantee such loans but this

does not reduce the cost. Facilities for government credits would enable the new and needy section to place itself more nearly on a par with the wealthier, in the matter of school accommodation and at much less cost than at present. A liberal endowment could readily be provided by pledge or sale of a small portion of the limitless resources of the North, and surely it is but right that such funds should be applied for the benefit of the section of country that produced them.

Improvement in rural school conditions is the most pressing problem of the times. While we have tried many means and have accomplished much, yet it would appear as though half-way measures will not suffice. The neighbouring republic has wrestled with the problem, and the answer is hundreds of centralized schools. There they have amply proven their worth. Even in our sister Provinces much has been done along these lines and has met with the same sanction. In Northern Ontario we have the sole school of this type in the Province, and even under the natural difficulties incident to a new land, a satisfying measure of success has been achieved. We are convinced that even here extension is possible. It means thorough and sympathetic co-operation on the part of all the organized forces, local and Provincial. Northern Ontario is not yet organized, and therefore it is still a ward of the government. Hence

not only the sympathy of local bodies had to be enlisted, such as School Boards and Municipal Councils, but the substantial moral and material support of the central authorities, not only the Department of Education, but the Colonization and Public Works branches of the government, which control the highways which link settlements together. Not every township lends itself to centralization. The proposed section must be free from insurmountable natural obstacles such as lakes, marshes, impassable hills, and large areas of land unfit for settlement. In other words settlement must eventually be compact and reasonably continuous along the main highways. Good roads, too, are indispensable. These must be provided by the Councils, with the support of the Roads and Public Works Department of the Government whose conditions are most generous. Thorough instruction of the people in the mode of operation, cost, difficulties and merits of the scheme is essential to success. In New Ontario the section conditions have not become fixed. Here it means but a slight reshaping of the lines of development. The spirit of the North, moreover, is responsive, as of all new countries, and susceptible to impression. In the South it involves a radical change in long-established conditions. Old schools about which traditions of generations cluster, must go, old section limits, old administrative units and, above all,

old, long-cherished theories. And it may be these last furnish an almost insuperable obstacle. It seems as though the historic days of Ryerson were with us once more but in new form. What had to be done in those days of construction must be repeated in these times of reconstruction. The fight for Free Schools will recur to some. And somewhat the same democratic methods must be adopted to achieve the end. What voluminous correspondence issued from his prolific pen! What trenchant and unanswerable criticisms of the older Continental system which had naturally crept in, and what patient constructive argument for the new, fell from the lips of the tireless speaker as he moved in his travels from the backwood's group of hard-headed farmers, to the country corners' School Board, and on to the more dignified County Teachers' Convention. None were missed. In this way he carried conviction to the remotest part of the field. In somewhat like manner must reconstruction be achieved to-day. We must make our system flexible enough to admit of this adjustment, but the change must come through the sympathetic co-operation of the public. The Inspector should be the main local force in the movement and he should be able to call into requisition whatever official or other assistance he requires. A leaf should be taken from Ryerson's note-book; that is to say, *first*, the moral and material support of all

branches of government,—Educational, Agricultural, Public Works and Colonization, and *then* strong, intelligent, and reliable leadership to mediate between the Department and the public. It demands men of initiative, men of large outlook, men of tact and practical judgment to present its claims and carry the idea into execution. But once the movement is launched and has a few successful efforts to vindicate it, it will spread of its own momentum. With the Rural High School as a natural outgrowth of the elementary Consolidated School specialized training for teachers, and the teacher's residence and private plot attached to the grounds, the cycle of organization would be complete, and the needs of the rural community at least as well served as that of the urban. This is the pressing need of the age.

We have now viewed the evolution of the educational life of the North from its primitive beginnings to the present. We have noted the peculiar difficulties which had to be encountered. We have marked the men who endured the hardships incident to early progress and who carried the work forward to its present condition of promise. We have seen that Northern Ontario has not been content merely to rehearse traditions but has evolved and carried to fruition new ideas and new movements, some peculiarly adapted to her own needs, others significant of the trend of modern principles

of development though, as yet, untried even in her own Province.

It is most gratifying to note the well-marked progress especially of the past twelve years. This is doubtless indirectly due to the material prosperity resulting from the discoveries of valuable minerals, the multiplication of large industries—smelting and reduction works, lumber, pulp and paper mills, and steel plants, the extension of railways with the resulting stimulus to colonization—and the increased financial strength of the country, much of which flowed into the channels of education.

But possibly the real secret of educational progress was the more active interest, and material as well as moral support of the central authorities. They opened the way to direct personal knowledge of the needs of this vast field by frequent conferences with the men on the ground, thus approving the correct principle that closer co-operation between the Administrative and the Executive forces is essential to success. The results amply vindicated the policy. The Education Department responded freely to suggestion. Soon the number of Inspectors had increased from two to eight, resulting in closer oversight and greater efficiency. There is still further need for such a move. The District cannot by any means be viewed on a par with the small compact County Inspectorate. Relief from excessive travel and overplus of clerical

work will secure that fuller and more intimate co-operation between the Inspector and the teacher which is essential to success.

Again the Department of Education has vastly increased the financial support assisting more generously not only in maintenance but in capital expenditure. Large grants have been made for the erection of buildings in new and weak sections. Twice they have replaced schools in the fire-swept areas and re-imbursed sections which suffered partial loss.

The Public Works Department and that of Lands, Forests and Mines have also joined forces where their functions touch the field of education. Road-making, drainage, bridge-building, rational deforestation, intelligent encouragement and control of settlement are as fundamental to the cause of education as the erection of schools and the supply of competent teachers. In a new land all the constructive forces must co-operate in laying the foundations broad and sure for permanent and increasing efficiency, and the larger support of these several departments whose interests are at various points intimately identified with the cause of education is a satisfying sign of the times.

The Temiskaming and Northern Ontario Railway Commission as a subsidiary branch of government, in control of the one artery of commerce which New Ontario claims as peculiarly its own,

has done its share to promote educational progress as occasion offered. In early days they co-operated in the work by providing transport of small groups of pupils at isolated points to school centres some miles away, at a nominal rate. This favour is extended to-day to resident teachers in the form of a special "one cent a mile" rate to and from any point on the lines. Where distances are large and expense of necessary travel is heavy it is a measure of relief that is much appreciated. An enlargement of this scheme might be made of still greater educational value if arrangements were made for periodic excursions for teachers over all Ontario lines, especially to the North, which is deplorably unknown to them, on the plan of the land-viewers' excursions to the west. The average teacher is all too little acquainted with even his own province, of which he professes to teach the geography, geology and the facts of commerce, industry and transportation. Book-lore, to which he is unfortunately largely confined, will never supply the place of the realities. No wonder that Dickens' Thomas Gradgrind and his able assistant M'Choakumchild are still so much abroad in the school-room with their barren, "Hard facts are the things." The freshness and charm of personal touch can come only from vital contact with the physical, economic, and man forces that are moulding this great land. This alone is *real* education. Teachers would

return to their task fortified and refreshed, with a broader and saner patriotism, because founded on concrete facts of personal experience, and with a genuine enthusiasm which would filter over into every phase of school activity. The child will be materially the gainer. The scheme is extensively in vogue on the Continent, and true progress demands that we should be ever ready to adopt measures of proven value.

Finally we shall not forget that man-power bears a very well-defined relation to material development, a fact we have been too prone to ignore. Out of 570 students who retired from our Collegiates and High Schools in the north in 1917 but 45 entered the teaching profession and ten the ranks of law, or about 8 per cent., in all. Of the remainder, 377 gravitated naturally into Commerce, Mining and other practical pursuits. The finger-post of progress is unmistakable. We must cease to compel our youth to enter the ranks of the literary professions, and leave them no alternative but to do so or drop out to swell the ranks of the unskilled. We must provide equally for the scientific craftsman. Or have we adopted the creed that the school has no such responsibility? Are its duties wholly academic? If we have gone far enough to provide, at least, the industrial bias towards skilled handicraft in Manual Training, Household Economics and practical Agriculture in our elementary

schools, should we not follow the principle to its logical conclusion in the advanced schools? Technical and Trade Schools should rise wherever the nature and needs of the country demand. In some such schools of practical expression, lies, too, the remedy for another defect in our system. Is it not a travesty on education that less than 25 per cent. of those who enter our public schools ever reach our Higher Institutions, *i.e.*, more than 75 per cent. drop out by the way, and largely at the third-book stage at the immature age of eleven or twelve years? What a deplorable waste of manpower just when young lives are about to ripen into years of promise. For this the system is solely responsible. Were we to establish some form of Vocational and Industrial education as alternative to, or better, associated with, our literary options in our advanced schools, we might find the above figures reversed without even the enforcement of an advanced compulsory age limit. In this direction surely lies the remedy.

In conclusion let us say, none can conceive the potential wealth of the North. Only he who has ranged our forests, viewed our timber-crammed, streams, seen our huge mills convert the raw material into marketable lumber and paper, who has picked his way through the endless subterranean passages of our mines and watched the processes in our plants from crude ore to matte, or to

finished steel, or to bullion and coin of the realm, and who has imaged the future from the already ponderous statistics of production, has any faint conception of the intrinsic worth of this land to the world. But, again, he who has kept in touch with the industrial history of the North knows how this vast national heritage may be thoughtlessly sacrificed to the charter-monger and *concessionaire*, or squandered ruthlessly by wasteful methods of production and manufacture." We must take means to broaden and deepen the public conscience. We must stem the tide of waste. But neither can be accomplished by a polite acceptance of the statement as an academic truth. We must so reshape our machinery of education as to train the coming citizens to the principles and practice of economy, thus conserving both the human asset, and, through this, our material resources. This is the highest national duty in an age when the spot-light of reality is searching all, and the worth of both man *per se*, and his product is being put to the most drastic test the world has yet known. Thus alone will "Wisdom be justified of her children."

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